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ABSTRACT

This guidebook discusses the California Child Care Initiative (CCCI), adopted by the state legislature in 1985 to address the shortage of licensed, quality child care in California. Funded by a public-private partnership of 33 organizations, the CCCI was designed to recruit, train, and support new family day care providers in communities throughout the state. Parts 1 and 2 of the guidebook introduce the CCCI and discuss the role of child care resource and referral agencies in implementing the plan. Parts 3 and 4 review program planning and recruitment procedures that resource and referral agencies can utilize, while parts 5 and 6 provide information about start-up technical assistance and training. Part 7 discusses family day care turnover. Part 8 contains 12 appendixes, which provide copies of: (1) CCCI replication readiness checklist; (2) CCCI project planning checklist; (3) CCCI program summary and funder list; (4) CCCI publications list; (5) CCCI poster; (6) CCCI training certificate; (7) CCCI list of funded resource and referral agencies; (8) CCCI family day care recruitment and training statistics; (9) California Assembly Bill 811; (10) CCCI data collection, report, and survey forms; (11) a list of national child care organizations; and (12) a list of child care magazines. (MDM)

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*A GUIDE TO
THE CALIFORNIA CHILD CARE INITIATIVE
INCREASING THE SUPPLY AND QUALITY OF CHILD CARE
THROUGH PUBLIC-PRIVATE PARTNERSHIPS*

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TABLE OF CONTENTS

	<u>Page Numbers</u>
Preface	iii
I. <u>Introduction</u>	1
Project History: Goals and Results	2
What is Family Day Care?	5
What is a Child Care Resource and Referral Agency?	6
II. <u>Getting Ready</u>	9
The Role of a Resource and Referral Agency	10
The Role of a Resource and Referral Network	11
Preparing Your Case to Funders	12
Forming a Public/Private Partnership	14
III. <u>Program Planning</u>	17
Selecting a Target Area	18
Strategy	19
Planning a Time Line	20
Staffing	20
Documentation	21
Evaluation	22
Life After the Initiative Project	22
IV. <u>Recruitment</u>	25
Who Are Potential Family Day Care Providers?	26
Reaching Potential Providers	27
Publicity Materials	28
Personal Contact	30
The Media	31
Timing	32
Monitoring Your Recruitment Program	33
V. <u>Start-Up Technical Assistance</u>	35

VI. <u>Training</u>	39
Assessing Training Needs	41
Removing Barriers	42
Selecting Trainers	43
Training Formats	44
The Family Day Care Handbook	45
Other Materials	46
Evaluation of Training	48
 VII. <u>Retention</u>	 49
Causes of Turnover	50
Services by the Resource and Referral Agency	51
Other Services in the Community	53
 VIII. <u>Appendices</u>	 55
A. California Child Care Initiative Replication Readiness Checklist	
B. California Child Care Initiative Project Planning Checklist	
C. California Child Care Initiative Program Summary and Funder List	
D. Publications from the California Child Care Initiative	
E. "Open Your Home. And Your Heart." Poster	
F. California Child Care Initiative Training Certificate	
G. List of California Child Care Initiative Funded Resource and Referral Agencies	
H. California Child Care Initiative Family Day Care Recruitment and Training Statistics, October 1985 through January 1989	
I. Assembly Bill No. 811	
J. California Child Care Initiative Data Collection, Report and Survey Forms	
K. National Organizations	
L. Magazines and Newsletters	

PREFACE

This manual is a guide to the California Child Care Initiative, the largest statewide public/private partnership ever organized in the United States to address the growing need for quality child care. It is offered as a description of experiences in California in the mid-1980s, and as a model for further action--not as a strict prescription. We believe that the Child Care Initiative model is adaptable to a wide variety of settings, and will benefit from the variations which other communities give it, based on their own needs.

This manual is aimed at a wide variety of readers: Californians who have not yet participated in the Initiative, and people from throughout the country; child care resource and referral agency staff, and other child care professionals; potential funders of a Child Care Initiative project, whether in the public or the private sector; and other groups and individuals who are concerned about child care. Some chapters, therefore, will no doubt be less pertinent to some readers' concerns.

We appreciate your interest in the California Child Care Initiative, and wish you success in increasing the supply of quality child care services in your community.

INTRODUCTION

The California Child Care Initiative was created in 1985 to address the shortage of licensed, quality child care in California. Developed by BankAmerica Foundation and funded by a public-private partnership of 33 organizations, the program was designed to recruit and train new family day care providers in communities throughout the state.

The Initiative has been conducted by non-profit, community-based child care resource and referral agencies (R&Rs). The Initiative has funded these R&Rs to implement a five-stage child care supply-building process:

- 1) assessing local child care supply and demand, and targeting shortages of care in specific geographic areas;
- 2) recruiting interested individuals who have the potential to become licensed family day care providers;
- 3) training these individuals to provide quality care and to manage a small business effectively;
- 4) providing technical assistance to help them get licensed and started;
- 5) providing ongoing support to help them stay in operation.

The California Child Care Resource and Referral Network, a non-profit support organization for California's 65 state-funded R&Rs, has managed the Initiative's day-to-day activities, providing training and technical assistance to the R&Rs, and monitoring and reporting on their performance. The Network also developed the Initiative's five-stage model, an integrated package of recruitment brochures and posters, and a training manual and other materials for use by the resource and referral agencies.

BankAmerica Foundation has administered the program on behalf of the partnership of ten public and 23 private funders. Since 1985, these organizations have contributed over \$3.2 million to the program. Funds have been managed by The San Francisco Foundation, which has acted as the fiscal intermediary for the Initiative.

Project History: Goals and Results

By the early 1980s, BankAmerica Foundation recognized that child care was a significant need both among Bank employees and in communities where the Bank conducts business. Guided by Vice President Rosemary Mans, the Foundation sought a collaborative model--one which could develop practical help for those with child care needs; build on an existing infrastructure; have statewide potential; and produce appreciable results within two years.

In March 1984, the California Child Care Resource and Referral Network completed a comprehensive research and public education project on child care needs and supply in the five-county San Francisco Bay Area. The Network announced the results of its research in a Child Care Information Kit, and hosted a series of public meetings. The Network's findings startled the media, public officials and the business community: by 1985, it reported, of every ten Bay Area children between infancy and age nine whose parents worked, only six would be served by the present child care supply.

"Day care is needed for 50,000 more kids," announced a San Francisco Examiner headline. And by 1990, the Network predicted, there would be 73,000 more children nine years old or younger in the Bay Area than in 1980, an increase of 20 percent. Ms. Mans, who attended two of the Network's presentations, believed that the Network and its member resource and referral agencies would be the ideal infrastructure to design and implement a response to this growing demand for reliable child care.

Because of the scope of the problem, a public-private partnership appeared to be the best model for addressing child care needs. No single agency or sector would carry the burden alone: child care services for working parents would be a shared community responsibility. A partnership would allow for mutual leveraging of funds. Employers of all types and sizes could participate in a child care effort which none would be able to undertake by themselves, and all would benefit from favorable publicity and better employee and community relations.

During a nine-month planning and development phase (January - September 1985), the Network and BankAmerica Foundation worked to create a coordinated response to child care needs, identifying barriers, ways of subdividing the problem into manageable pieces, and the child care community's visions of an ideal solution. The result was the five-stage child care supply-building model.

Initially, however, family day care was not the sole focus of the California Child Care Initiative. Two pilot sites--the resource and referral agencies in Sacramento and Kern Counties-- also chose to work with local planners and developers to stimulate interest in incorporating child care facilities or services into new developments. By hosting seminars and workshops, and working with planning task forces, both agencies greatly increased developers' awareness of child care issues, as well as their own agencies' visibility in the community.

The Children's Council of San Francisco chose to focus on the need for more after-school child care in the city, by assisting parent groups and neighborhood coalitions in developing new programs. After one year, the Children's Council had added 150 new before- and after-school child care spaces in five new programs, exceeding their project goals by 20%.

To assist with these efforts, the California Child Care Resource and Referral Network developed two publications: A Developer's Guide to Child Care, and School-Age Child Care: Getting it Started in Your Community.

In the California Child Care Initiative's pilot year (October 1985 - September 1986), six resource and referral agencies in five California counties conducted successful child care supply-building projects. Five of the six agencies implemented the five-stage family day care supply-building process, and the licensing of over 230 new family day care homes exceeded the pilots' goals by 20%. In all, over 1,100 new child care spaces were created in the first year.

The Initiative's focus gradually turned entirely to family day care because the demand for such care was universal: parents in every community needed it, and employers and funders were favorable to helping develop it. The problems of isolation and lack of professional support, which have been endemic to family day care, also made a special supply-building program important. In addition, conditions were favorable for replicating family day care projects in nearly every California county, whereas the developer and afterschool projects needed considerably more groundwork and preparation.

Based on their success in the first program year, the six pilot agencies were funded to continue supply-building for a second year. In early 1987, ten more resource and referral agencies were added to the program for a two-year cycle. During the second year, the agencies again exceeded their goals. From the beginning of the program in 1985 through January 1989, the Initiative recruited over 2,000 new licensed family day care providers, making available over 8,100 spaces for children. Over 8,800 potential, new and existing providers received training in child development and business management.

In 1988/89, the ten resource and referral agencies which were funded during the expansion phase are continuing their supply-building efforts. Four more agencies are joining the Initiative in a demonstration project to test the five-stage model in rural areas of northern California. The Initiative's final component, supported by a two-year grant from the Ford Foundation, is to encourage the continuation and replication of the program statewide and in selected communities and states outside California. The Initiative will be providing technical assistance to new and existing resource and referral agencies on how to form partnerships with businesses and local government in their service areas, as well as how to develop comprehensive family day care training and recruitment programs.

As part of this education and replication effort, the Initiative has developed a fifteen-minute videotape ("Joining Hands, Joining Forces") and an accompanying booklet which describe the five-stage Initiative model, the role of child care resource and referral agencies, and the benefits to communities and businesses of child care supply-building. These are designed as educational and fundraising tools to be used with a wide variety of groups, including employers, foundations and government.

The California Child Care Initiative model has proven significant in several respects:

- o It is community-based. This places primary responsibility for addressing child care needs at the local level. Agencies can tailor their activities to suit local priorities and use local resources.

- o It is focused on infrastructure development, helping communities build a long-term capability to meet child care needs.
- o It has demonstrated the strengths of child care resource and referral as a child care supply-building and support system.
- o It works through existing agencies, thus reducing the costs and risks associated with start-up operations.
- o It is adaptable to urban, suburban and rural areas with populations of wide socio-economic, racial and ethnic diversity.
- o It is a collaborative public-private venture. Employers of all types and sizes can participate in creating the community services their employees and customers need.
- o It is replicable. Child care resource and referral agencies exist throughout California, and they are growing in number in other states.

The Initiative has been widely recognized for its contribution to meeting California's child care needs. It has received formal endorsements from Governor Deukmejian's Advisory Committee on Child Development Programs, and the San Francisco Bay Area Business Leadership Task Force. It has also received awards from the California Public-Private Partnership Commission, President Reagan's Council on Private Sector Initiative, the Kennedy School's Center for Business and Government at Harvard University, United Way of America, and the Congressional Caucus for Women's Issues.

What is Family Day Care?

Family day care, the care of children in a provider's home environment, is the most widely used form of day care in the United States. In 1986, according to the National Commission on Working Women, over 5.5 million children in the U.S. attended family day care, and only 1.2 million were cared for in day care centers or preschools.

Parents choose family day care for many reasons:

- o greater availability, especially for infants and toddlers;
- o a feeling of extended family and home-away-from-home which is harder to find in a center environment;
- o the ability to keep brothers and sisters of different ages together during the day, which can increase the feeling of being "at home";
- o a more flexible schedule and an informal atmosphere;

- o a small group of children;
- o the special bond a child can develop by having one primary caregiver.

In California, a family day care provider is required by law to become licensed, unless all the children are from only one family other than the provider's own. A regular license allows a provider to care for up to six children at home, including the provider's own children under twelve years of age. Experienced providers with an adult assistant can often obtain a license to care for up to twelve children. All homes are initially visited by licensing analysts, and licenses must be renewed every three years. Licensing ensures that a home has met state health and safety requirements, that every adult in the home has a T.B. clearance, and that no adult in the home has a criminal record or history of child abuse.

Being a good family day care provider means being a child care specialist, a reliable small business owner, and a sensitive parent counselor. Family day care provides a vital community service by creating a safe and caring place for children to develop while their parents are at work. This is a specialized business which is only now beginning to receive the professional recognition it deserves. The California Child Care Initiative has helped to promote a positive public image of family day care as a viable career for providers and a quality child care choice for families.

What is a Child Care Resource and Referral Agency (R&R)?

A child care resource and referral agency (R&R), addresses the needs of both sides of the child care "equation": parents (consumers) and child care providers. An R&R guides parents to make thoughtful, informed choices when they select care for their children, and it helps to develop and maintain quality child care programs responsive to local needs.

In California, resource and referral agencies have grown as an integral part of the child development services funded by the State Department of Education. Eleven agencies were established by legislation in 1976 as part of the Alternative Child Care Program; in 1989, there are 65 R&Rs serving defined geographic areas in each of California's 58 counties, and offering child care referrals for nearly 250,000 children a year. Unlike other state-funded child care programs, R&Rs are designed to serve all families, regardless of income, and all licensed child care providers.

California R&R agencies offer a minimum of 30 hours per week of referral service for parents; some have toll-free lines. Offices are conveniently located, and many large counties have "satellite" offices. Bilingual referral counselors serve communities which have a large non-English-speaking population. Each R&R develops and maintains a resource file, updated at least quarterly, of the full range of local child care services, including:

- o licensed family day care homes;

- o licensed public and private child care centers, preschools and nursery schools;
- o full-time and part-time programs;
- o infant, preschool, school-age and special needs programs;
- o detailed information on each of the above, including hours of service, ages served, fees, eligibility, and program description;
- o public subsidies and other financial aid.

But more than simply offering parents a list of names and phone numbers, resource and referral counselors help parents clarify what they're looking for, inform them of options they may not have known about, and suggest ways to evaluate the quality of a program when they visit. The agencies also publish newsletters, brochures, and checklists on choosing child care, hold parent education workshops, and maintain resource libraries.

In responding to parents' calls, R&R agencies compile valuable documentation about local child care needs. Quarterly statistical reports are compiled by each California R&R for the Child Development Division of the State Department of Education, including the number of calls received, the ages of children needing care, the hours of care needed, reasons why care is needed, and special needs (such as evening or weekend hours, or a child's disability).

For existing and potential child care providers, R&Rs offer technical assistance and training on start-up and licensing procedures and regulations, local resources, current issues in child care and child development, and communication among local child care programs and child-related services.

Many R&Rs augment these basic services for parents and providers through:

- o contracts with employers for specialized referral services, and/or parenting and child care seminars at the worksite;
- o classes and workshops for child care providers, often in collaboration with community colleges and state universities;
- o toy and equipment lending libraries;
- o needs assessments and child care supply studies;
- o child care planning and development for city or county task forces;
- o development of new publications and resources (e.g., sick child care guides, or health programs).

Child care resource and referral agencies have been growing steadily across the country since the early 1970s. Project Connections, a research project on R&R jointly funded by the federal government and the Ford Foundation, counted 60 R&Rs in 1980. Today there are over 200. Massachusetts, Michigan and New Jersey, along with California, now have statewide R&R coverage, and services are expanding in New York, Minnesota, Maine and other states. To date, most R&Rs are being supported in their own communities with a patchwork of funding: city, county and state budgets, federal dependent care funds, United Way, charitable organizations, universities and businesses; still others are struggling to develop with only volunteer commitment. But as public attention increasingly focuses on the severe shortage of quality child care in the United States, and decisions are being made which will likely shape our child care delivery system on into the next century, R&Rs are becoming recognized for their crucial role in building a child care system of which we can be proud.

* * *

GETTING READY

The Role of a Resource and Referral Agency in the Child Care Initiative

In the California Child Care Initiative, child care resource and referral (R&R) agencies have played the key role of "brokers" in the community to make family day care recruitment and training work effectively. The California projects were able to build upon the experience of a well-established statewide resource and referral system, but it is important to note that the Initiative can be adapted to communities and states where resource and referral agencies are newly developing--and to urban, suburban and rural areas.

The Initiative is an R&R-based approach to child care supply-building, but we recognize that local conditions vary; in your area, the R&R agency may be quite new, or it may be only one of several partners in a child care recruitment and training project. In the Appendix, you will find a "Readiness Checklist" which can help you assess your present capacity to conduct family day care recruitment, technical assistance and training for family day care providers, community outreach and fundraising, and project management.

Resource and referral agencies have proven to be cost-effective child care brokers for a number of reasons:

- o They are in a position to appreciate the needs of both parents and child care providers. As referral counselors, they understand parents' desire for individual choice and concern about quality of care. They are also in regular contact with providers, helping them attain full enrollment and identifying their needs for training or technical assistance. Most importantly, all parents and providers in the community have access to the agency's services: there are no income or other eligibility requirements.
- o In the course of providing referrals, they can build an extremely valuable data base on local child care supply and demand.
- o Most resource and referral agencies already have extensive experience in working with family day care providers, such as giving parent referrals, administering the Child Care Food Program and/or a vendor/voucher funding system, and holding workshops and conferences.
- o Their ongoing work creates strong working relationships with key community institutions and leaders, such as the family day care regulatory agency, family day care associations, the local recreation and parks department, community colleges, employers and elected officials.
- o They are intimately familiar with child care regulations and public policy issues.

Especially when the resource and referral agency is newly forming, it is important to develop the Initiative as a core activity which can strengthen the whole agency, not simply as one more project added on to many other responsibilities. The Initiative can complement and build on agency strengths, and help correct weaknesses. It can solidify relationships with many key players in the community. Initiative outreach efforts can help publicize the work of the agency as a whole.

The Role of a Resource and Referral Network

In California, the presence of a statewide resource and referral network was very attractive to funders: the Network offered them centralized, simplified access to a statewide system, and it had eight years of experience in program development, research and child care policy.

The California Child Care Resource and Referral Network has carried out four central functions in the Initiative:

- o development of the basic five-part program model;
- o development of an integrated package of publicity, recruitment and training materials;
- o central administration, monitoring and evaluation, and fiscal and progress reporting to funders;
- o training, technical assistance and communication among the resource and referral agencies.

The Network has held two- to three-day training retreats for agencies' Initiative staff at the time of program start-up; hosted half-day and full-day workshops, discussion groups, and quarterly regional meetings for project staff; and offered telephone and on-site technical assistance on areas such as recruitment goals and strategies. At the state policy level, the Network also serves as an advocate for child care needs, and as a clearinghouse for agencies on current political and legislative information.

If your state does not have a resource and referral network, and funders want to try a multi-agency, multi-community approach to child care supply-building, it will be necessary to develop a centralized structure. An experienced person within an R&R agency might "graduate" to create a regional or statewide network. Or a network can be developed concurrently with local R&Rs through state and/or federal funding. If creating a network does not seem feasible, funders and coordinators should limit the project to the number of agencies they can reasonably work with. Perhaps the major funder could contribute administrative services, and contract with resource and referral workers and others to offer child care training and technical assistance to family day care providers.

Preparing Your Case to Funders

Fundraising is essentially a marketing job, a process of offering potential funders something valuable in exchange for their money. It's a two-way street: you need funders' financial support, and they need your expertise in child care, your data about local child care needs, and the infrastructure you have in place to meet those needs. Everything your R&R agency does--its daily work with parents, child care providers and community leaders--can serve as preparation for an Initiative project. But to make your case for such a project more convincing to funders, you may wish to obtain more specific data by conducting local, regional or statewide research on current child care supply and demand.

The California Child Care Initiative was preceded by such a research project, as discussed in the previous chapter. The Child Care Information Kit, which resulted from the first comprehensive study of child care supply and demand in the five-county San Francisco Bay Area, became the cornerstone of a very successful fundraising effort. While the California Child Care Resource and Referral Network had not yet mapped out a definite program to address the Bay Area's child care shortage, it clearly "sold" several funders on the problem, and gained their commitment and partnership in planning a solution.

Now, the Child Care Initiative is a tested and proven program. Incrementally over the four years of the project, it has been able to draw new funders because of its demonstrated success. A public/private partnership was highly attractive to businesses, foundations and government agencies of all types because it emphasized that child care is a shared responsibility: no one has to bear the entire burden alone.

In California, state, federal and local government bodies joined in after businesses had committed significant funding; government expected the private sector to pick up most of the cost, and this will no doubt be true in most communities and states. Public funding can be approved either through budget or legislative authorization (see the Appendix for the California legislation, AB 811).

Most likely, supporting an Initiative project won't seem as risky to your initial funders as it did to those who pioneered it in California. The political climate has become more favorable for child care during the past several years, and so there are fewer hurdles in convincing business and community leaders that it is a crucial issue. Yet the challenge remains to convince leaders to "stick their necks out" on the child care issue and take some action. With the Child Care Initiative, you can offer a successful, cost-effective and relatively low-risk way for funders to help create more child care services in the community.

It's important to recognize that funders have very different needs and interests. You might be approaching small or large corporations; corporate, community-based, or family foundations; local, regional, state or federal governments; or a variety of community organizations. The strongest partnerships will develop when you can identify what funders need and then work to satisfy those needs. Above all, you must believe in your program and make potential funders believe in it as well.

What can you offer funders? What might motivate them to support a Child Care Initiative project? Not all of the following approaches will appeal to every funder, or work for every family day care project, but they are meant to suggest the variety of arguments you can draw from in presenting your case.

1. You offer a tested solution--the five-part recruitment and training model--for an identified problem, the shortage of quality child care. The Initiative gives funders large and small a chance to get moving in a meaningful way on a very large and complex issue, and if they haven't done anything about it yet they may be "feeling the heat" from their employees or constituents. It's essential that funders care about this particular issue; if they aren't interested in child care, or if it is not currently a strong priority, thank them for their attention and move on.
2. Your R&R agency is an ideal intermediary through whom funders can address child care needs. Your professional experience, your connections with the local child care community, and your motivation and commitment make you a highly credible and viable partner. Corporations and foundations are often shy of taking risks; the Initiative's track record is therefore an important argument in order to ease concerns about risk. To funders, developing a project from an existing infrastructure such as R&R means a cost-effective way to achieve results quickly.
3. The Initiative can be an additional effort which complements what the funder is already doing about child care. You must be able to position your project within each funder's agenda, both internally--how it will benefit their employees or constituents--and externally--what it will do for community relations. For example, if a company is already subsidizing a resource and referral service for its employees, a supply-building program such as the Initiative can be a natural second step--especially if employees in a particular area are still having a hard time finding child care.
4. The Initiative, even if it is a statewide effort as in California, can be responsive to local needs, conditions and resources, because it works through local agencies. This will especially appeal to small foundations and businesses, and to local governments, but large corporations as well are often seeking local, decentralized, personal approaches to employee or customer needs.
5. Your Initiative project can provide funders with concrete, measurable results for their dollars: for example, a certain number of newly recruited and trained child care providers, and new spaces for children. This is an extremely strong motivation for corporations, foundations, and government bodies alike. It's important to set up a mechanism, before the project begins, for monitoring your progress and measuring your success. Funders will want to see that you are able to set clear goals and to document the process of meeting them.
6. A partnership such as the Initiative is a smart business decision for funders because it gives them extra leverage for their limited dollars; they don't need to fully fund the program in order to reap its benefits. Reluctant funders may become motivated when they learn who else is already involved. Businesses of all types and sizes can

participate. And the enormity of the child care crisis isn't so overwhelming when it can be tackled realistically at the local level.

7. The Initiative project is a long-term investment whose results will live on after the money has been spent. It strengthens a community infrastructure; it reduces turnover in the family day care profession; and it promotes a healthy business environment by enhancing the health and welfare of the local workforce.
8. Finally, the Initiative is an excellent opportunity for funders to gain positive community exposure. They may greatly appreciate public perception of their leadership on an important, timely issue. On the other hand, some funders may want to remain more behind-the-scenes, keeping their public exposure limited. Be flexible with funders about how they approach publicity: it could vary from public events such as speeches, news conferences and receptions to a small write-up of the project in the customer or employee newsletter.

Forming a Public/Private Partnership

Fundraising strategies are very particular to each community, but the following are some general guidelines based on the California R&R agencies' experience. See also the "Planning Checklist" in the Appendix.

- o Form a broad-based planning group to research and approach possible funders for the project. This group could become the administrator of the project, disband after the project is launched, or maintain an advisory role.
- o Develop a packet of written materials which presents data about child care supply and demand in your area, and the need for a program such as the Child Care Initiative, in a clear and attractive format.
- o Knock on any door where you think there's a reasonable chance of success--keeping in mind that knocking on every door may waste valuable time. Possible sources of funding include large and small local employers; corporate foundations or contribution programs; small local foundations; local community development agencies; Private Industry Councils; United Way; private non-profit social service agencies, such as Catholic Charities or Jewish Community Services; and state departments of welfare, social services, and employment development.
- o Identify a key funder who can take leadership in promoting the Initiative to other funders, and who can make a long-term commitment to raising funds. Perhaps a local bank manager or other business leader can be instrumental in convening a gathering of his or her colleagues. In California, Rosemary Mans of BankAmerica Foundation served a crucial role in developing a core group of funders to launch the Initiative's development phase. Taking an incremental approach, the Foundation later sought more funders to expand the Initiative after the project had demonstrated its success in the pilot year.

- o Identify a promising individual within each organization you approach for funding; it's crucial to find someone who is likely to be receptive to the child care issue, whether he or she is a parent or not. Funders are probably considering many other issues at the same time, such as health, aging, the environment or homelessness. Your challenge is to get such individuals creatively involved in thinking about child care, so that they will make this issue a personal priority.
- o Fundraise with multiple targets at once, letting interested funders know what the competition is and the advantages of coming on board with the project early--for example, getting the most publicity, and the chance to take leadership on the child care issue.
- o Use local connections whenever possible. Present or past funders of your agency may be able to recommend potential new funders, provide letters of introduction, or arrange a meeting or luncheon. Don't hesitate to seek help from a major funder if it can speed results; you will most likely find that the first one or two funders attracted to the project will have a "watershed" effect on other funders.
- o Look for in-kind donations as well as grants--for example, the use of facilities, equipment, or volunteer instructors. In California, for example, the San Francisco Foundation's donation of their services as fiscal conduit was an indispensable, major contribution.
- o Keep funders involved in the project. Offer funders who are interested the opportunity to contribute time and services to some element of the Initiative project. Funders might organize or sponsor a news conference; donate design or printing of materials; host a kickoff reception or other community event; promote the project in a customer or employee newsletter; make meeting facilities available; produce a videotape; make "stump" speeches in the community; or write or call legislators and potential new funders. Many funders will want to participate in the project; offering them ways to do something after they have contributed a check will strengthen your relationship.
- o Set up opportunities for funders to meet each other. Fostering relationships among the funders, and sustaining the partnership, is a crucial task which someone within the project must take on. In California, Rosemary Mans of BankAmerica Foundation played this coordinating role; elsewhere, R&R agencies might do so. Activities might include funder meetings, as well as inviting funders to meet project staff and family day recruits at project events.
- o Identify action partners, as well as funding partners, in the community. Don't try to do a recruitment and training campaign all by yourself. Indeed, several local agencies may already be involved in the kind of work you are setting out to do: the family day care licensing or registration agency, for example, is charged with a regulatory role; and family day care associations or community

colleges may already be heavily involved in family day care provider training. Build ties with such experienced partners early on, especially if they may perceive you as competition or--in the case of licensing, for example--as another addition to a heavy workload. Don't duplicate or take over others' functions.

Possible action partners include:

- the child care licensing or regulatory agency
- family day care associations
- recreation and park departments
- child care task forces
- children and family service agencies
- local media
- major employers
- merchants' associations
- Chambers of Commerce
- community colleges
- adult education centers
- hospitals and health agencies
- school districts
- parent/teacher associations (PTA's)
- church groups
- service organizations (e.g., Junior League)
- city or state commissions on the status of women
- League of Women Voters
- state or local chapters of the National Organization of Women (NOW)
- other women's organizations.

Forming an advisory group is a first step in building such ties, if the planning group will not be taking on this long-term role. A broad-based advisory group can be crucial in initiating and maintaining community support for the project, or in serving as a fundraising and development team. It might include family day care providers, state child care licensers, trainers, employers, parents, and at least one of the project funders. The advisory group will be instrumental as you develop strategy and get the project underway, as outlined in the following chapter.

* * *

PROGRAM PLANNING

Selecting a Target Area

Before you undertake a campaign to recruit family day care providers, decide how large an area you will want to target. This may be the resource and referral agency's entire service area, most of it, or a smaller portion. Base the decision on an assessment of the available child care supply, unmet child care needs, the potential for generating new providers in an area, and funders' interest. Where do parents work? Where are parents looking for child care? What are the major employers and industries? Are there new business or housing developments being planned in the area?

Many sources can help you develop child care supply and demand data. Your child care referral statistics at the R&R will reflect local parents' needs, and your file of local providers is a key measure of the existing supply of services. Also check census data, projections of population and economic growth, and any previous child care supply surveys or needs assessments. Talk to child care providers, parent organizations, school districts, employers who have done child care feasibility studies, women's commissions, Chambers of Commerce, city and county planning departments, departments of social services, departments of public health and vital statistics, and the United Way.

Each participating agency in the California Child Care Initiative targeted a cluster of neighborhoods or cities within their R&R service area. These target areas had high recruitment potential due to:

1. a mix of income groups living in or near the target area which includes a pool of potential family day care providers. An exclusively low-income or high-income neighborhood is less likely to be successful. Women who have had a low income may wish to try family day care, but there must also be a pool of nearby parents who can afford to pay decent rates for the service. A high-income neighborhood, on the other hand, may have high parent demand for child care, but a very small supply of people who are willing to provide family day care themselves.
2. a significant level of expressed demand for child care services, and for family day care services in particular, coupled with a shortage of licensed facilities.
3. a large and/or growing resident or commuter work force, able to pay market rates for child care.

The California pilot projects chose not to recruit in their entire resource and referral service area for two main reasons. First, their service areas were simply too large for an effective and sustained recruitment campaign, or for ongoing, intensive provider services. Second, the needs assessments showed that in some areas the existing day care homes were underenrolled. Such areas are better served by working with providers to upgrade and market their services; generating new supply would worsen the problem. By offering training classes for both new and existing providers, the projects did attempt to respond to

this issue. The Contra Costa County project piloted a community college training program in their west-county area for licensed caregivers, specifically to address the problem of underutilized services.

As your project progresses, however, you might choose to expand the original target area. Many of the California projects did so, in response to the demand created by their publicity and outreach work. Some expanded from a neighborhood to a city-wide focus, or added cities bordering the original target area. Experience sometimes showed that by confining recruitment to small geographic areas (such as zip code areas), the projects limited or counteracted the effectiveness of the most successful recruitment strategies: media and public relations, word-of-mouth, and presentations at state licensing orientation meetings.

Strategy

The basic five-part Initiative model--needs assessment, recruitment, training, start-up assistance, and ongoing support--has been tested successfully in communities throughout California. But how your agency implements the five-part model is up to you.

Some agencies have chosen a "linear" approach in which groups of participants go through each stage of the program simultaneously. Most, however, have preferred a more free-floating "optional" approach in which recruits can choose among services that will best meet their needs. Some will want to take a course; others will prefer occasional workshops, home visits, or appointments for one-on-one assistance. In this optional approach, the program is constantly working with recruits who are at different points in the process: attending their first meeting, applying for a license, setting up their homes, enrolling children.

Accommodating individual needs may well boost the number of new providers you are able to recruit. For monitoring and reporting purposes, however, you will then need to decide on minimum expectations. If no single part of your training services is required, what is the minimum that a new provider must do in order to be defined as a participant in the Initiative project?

In order to document recruitment results in its pilot year, the California Child Care Initiative developed four minimum criteria by which to define project recruits: 1) residence in a designated project target area; 2) not previously licensed, or seeking an expanded license to care for more children; 3) participation in one or more project services, including but not limited to technical assistance, orientation sessions, home visits, workshops or training classes; 4) licensed or with application pending by the end of the pilot year.

Planning a Time Line

An intensive family day care recruitment and training project should be long enough to benefit from accumulated publicity, but not too long to sustain concentrated effort. Recruitment takes time, starting slowly and building momentum. In the first three to four months you may not reap many results--but eventually you may find that recruits, and current family day care providers, will spread the word and bring friends, relatives and neighbors into the project.

The project will have at least three distinct phases: the groundwork of planning and development; the most intensive outreach phase, in which response and participation by recruits builds gradually; and the "ripple effect" phase in which, through word-of-mouth and your project's reputation, participation reaches its peak.

Allow ample time for the project to get started--perhaps six months or more of planning and development. Recruitment can't begin out of the blue; funding, community participation, and your own agency's staffing and procedures must first be sufficiently in place.

In all, you will probably need a minimum of six to nine months for project development, building partnerships, and raising sufficient funds to get underway. Then, it will probably take one year to develop a recruitment and media plan, set up training, implement the campaign, and measure and evaluate the outcomes. But a sustained recruitment and training project which can efficiently take advantage of its own momentum should last at least two years: the second year will be much more productive and cost-effective than the first, because all the procedures and services will be already in place. After the second year, you may wish to continue the program at the same level, expand it to a wider area, or reduce it while retaining its basic components as part of your resource and referral agency's basic services.

Staffing

An effective Child Care Initiative project should have at least one-and-a-half to two full-time-equivalent staff positions. These staff members will have primary responsibility for publicity, outreach, one-to-one technical assistance, coordination of training, documentation, and other administrative and clerical duties. Some California project sites hired a full-time community-based outreach worker with primary responsibility for recruitment and training; former family day care providers were often ideally suited for the job, especially if they lived in or were very familiar with the target area. In any case, staff members must be knowledgeable about family day care and about community resources.

The yearly grant levels for California Child Care Initiative projects beyond the pilot year ranged from \$25,000 to \$50,000 per site, depending on target area size, recruitment and training goals, and whether the area was urban or rural. Staff salaries and benefits

accounted for almost 70% of these project site budgets, a fact which underscores the labor-intensive nature of such a child care supply-building effort. Actual staffing patterns were quite varied, based on the same criteria as grant levels. Most projects employed the equivalent of one-and-a-half to two full-time staff, including a project coordinator and/or a recruiter-trainer, a project assistant, and a percentage of the agency director's time. The most expensive staffing pattern, for large projects, consisted of a primary project manager (50% time) who coordinated the project team and activities, and a core of two to four part-time project staff who conducted recruitment, coordinated training, maintained project records, assisted recruits with licensing and start-up, made home visits, and conducted provider surveys. Agency directors participated in budget and work-plan development and monitoring, project publicity and outreach, report preparation and fundraising activities.

Make sure that all agency staff, whether they will be working on the Initiative directly or not, "buy into" the project in some way. Involve them in initial and ongoing planning and, whenever feasible, in Initiative activities. Resource and referral counselors, for example, could help with recruitment; Child Care Food Program staff could help with home visits and training; any staff could participate in workshops, attend media events, or help "host" at parties and gatherings.

To clarify roles, however, it's wise to establish clear job descriptions for the Initiative staff, detailing their roles and responsibilities, and to outline clear lines of responsibility for non-Initiative staff members in relation to Initiative activities.

Documentation

Careful documentation of your Initiative project's activities and outcomes will be both useful to your agency and attractive to funders. If the project has multiple sites, someone will need to assume the central coordinating role of keeping cumulative recruitment and training progress statistics. Make sure you have also built in adequate staff time at each project site for maintaining records. Develop standard intake forms to record the volume and types of inquiries and service requests, and the volume and types of project outreach and publicity.

Each recruit's progress and participation in project services should be recorded on individual case records which document use of technical assistance, training attendance, home visits, licensing status and other milestones during their involvement with the project. In addition, staff might keep a project scrapbook, containing newspaper articles, project flyers, and photographs of classes and other important project events.

Keep the entire agency staff constantly up-to-date about Initiative activities and results. Educate your board of directors about the project with regular status reports, and encourage their involvement; they may be effective at outreach and recruiting, too. Keep the Initiative's funders informed about your progress in meeting recruitment and training goals, and about your other agency projects and services. (See the Appendix for samples of documentation and reporting forms, and cumulative statistics.)

Evaluation

At the end of their first year, each of the California pilot projects administered a telephone survey to their recruits. The purpose of the survey was to gather information on the motivations, family day care experience and demographics of this population, and to analyze what types of people were attracted by the project publicity and services. The results showed that the Initiative had met its primary goals; namely, that it had recruited new family day care providers into the field, and that it had attracted highly motivated individuals who were drawn to both the caregiving and business aspects of the profession.

Both the California Child Care Resource and Referral Network and the project agencies prepared quarterly progress, statistical and expense reports that summarized recruitment and training outcomes, project activities, obstacles to achieving project goals and changes implemented or needed to reach successful results. Two additional methods were used by the Network to monitor and evaluate the outcomes of each project agency: year-end site visits with agency directors and project staff; and interviews with key project partners, such as community college administrators, family day care association officers, licensing evaluators, and project advisory committee members.

Life After the Initiative Project

Plan from the beginning for how you will make the transition at the end of the project's funding period. Continually evaluate which activities the agency will want to retain, and which are lower priorities. Decide which activities can be integrated into existing services, and which will require new or continued funding.

One approach that worked well for California project sites was to prepare a list of their project's most popular services and training strategies, and then to evaluate which could be cost-effectively retained within the R&R's ongoing activities, which would need continued funding, and which would have to be dropped or gradually passed on to other organizations.

For the long term, it will be helpful to prepare other community groups and institutions to continue recruitment and/or training functions when the Initiative project formally ends. Local colleges might expand their child care curriculum. The family day care licensing department could broaden the content of its orientation meetings. The project could help a local family day care association become more visible and active, and begin conducting some training workshops itself. Local business people, such as tax preparers, or non-profit agencies, such as the Red Cross, might become interested in offering ongoing training and services for day care providers.

Plan wrap-up activities for the project's conclusion. Announce the project's closing date in advance, specifying which services for providers will and will not be continued by the resource and referral agency or other groups. Discuss with agency staff how to explain

that certain services for potential providers will no longer be available from your agency, and that other specified services will continue. Consider seeking funding to retain a half-time position for this transition period after the Initiative grant ends.

Reduced services may evoke a negative community response at first. Be prepared to channel this into something positive: marshal community support for new funding proposals, and gather their testimony about still-unmet local needs for child care. Keep funders aware of your ongoing work, and seek their support for new projects. And remember that even a two-year project will have made a significant contribution, helping to build new, high-quality family day care programs in your community.

* * *

RECRUITMENT

Successful recruitment of family day care providers means identifying a target group of people in your community who are most likely to be interested in such work, and forming a strategy on how and where to best reach them.

Who are Potential Family Day Care Providers?

Joe Perreault of Save the Children/Child Care Support Center in Atlanta, Georgia has outlined a series of family day care provider profiles:

- o a woman who has temporarily left the workforce to take care of her young child;
- o an experienced mother of older children, possibly of children who have grown up and left home;
- o a full-time at-home parent;
- o a grandparent or relative already caring for a grandchild, niece or nephew;
- o a welfare recipient seeking a transition to the workforce;
- o a student of early childhood education;
- o a former human service professional, such as a nurse or child care center worker, who now prefers to work at home;
- o a babysitter working in a parent's home who wants to develop a more reliable and steady business;
- o a person with no work experience outside the home at all.

Sometimes a couple will wish to start a family day care service together. And although the profession is largely female, and we refer to providers here as "she" for the sake of simplicity, some family day care providers are men.

The California Child Care Initiative projects found that the "profile" of potential family day care providers has been changing. A decade ago, most providers were women with an employed spouse, older children, and little or no work experience outside the home. Initiative recruits, on the other hand, were generally younger, and were motivated both by the caregiving aspects of the profession and by economic need.

Note, however, that the following profile is a description of the California projects' experience, and not a prescription for which groups of people you should seek to recruit. The profile will differ among communities, and will be based somewhat on who the recruiters are: their personal network, the languages they speak, their cultural and economic background. Be aware of these factors as you recruit. While the Initiative will

best serve providers who have the potential to become economically self-sufficient, this goal should not lead to cultural or racial discrimination.

The California Child Care Initiative's pilot-year survey found that most recruits were white, in their mid- to late-30s, married with one or two children, high school graduates with some college experience, and with a family income of \$20,000 to \$35,000 a year. Yet people of many cultures and ethnic groups were also recruited, ranging in age from 20 to over 65. Twenty percent were single heads of household, many of them parents. While seven percent had not completed high school, nineteen percent had graduated from college. Thirteen percent had an annual family income of \$10,000 or less, but another thirteen percent of families earned \$40,000 or more. (Note: all income figures are from 1986.) Economic motives ranged from a need to support one's family to a less urgent desire for extra income, but these two types of need were not clearly associated with family income level.

One of the Initiative's most significant findings was that nearly two-thirds of its recruits had been in the workforce during the past year. Nearly half had at some time been employees or volunteers in a preschool program or child care center. Seventy-five percent had already completed some training or coursework in child development or child care, although 80% were new to the job of caring for a group of children in their home full-time. Most were highly motivated to participate in training classes, especially on the subject of managing a small business.

Many were mothers who had left the workforce upon the birth of a first or second child, deciding to make family day care a second or temporary career. Seventy-eight percent of recruits saw family day care as an opportunity to stay home with their own children; over one-third were seeking playmates for their children. Older women tended to be more experienced at family day care, either formally or informally, and expressed a more general desire to be around children and to be of service to the community.

The R&R agencies who conducted Initiative projects in the second year also confirmed this basic profile of recruits.

Reaching Potential Providers

As you begin a recruitment campaign, it is important to keep your approach flexible, recognizing that people have a variety of needs and motivations for going into family day care. Use a combination of strategies in order to keep reaching your target audience: many people will contact you only after repeated exposure to publicity.

Several steps are crucial in building a successful family day care recruitment campaign:

- o **Set concrete goals:** for example, fifty new providers in twelve months, or one hundred new spaces for infants. Funders are more likely to contribute to, and the media are more likely to publicize, a project which has clear objectives.

- o Focus on practical and expressed needs. An informal survey of both current and inactive providers, for example, could offer extremely valuable information: What motivated them to become caregivers? What motivates them to stay in the field? In what areas could they use the most help? What are the best and worst parts of the job? What caused some to stop? Use these findings to guide your project's activities.
- o Stress economic self-sufficiency. A recruitment campaign should focus not only on people who are interested in family day care, but on those with the potential to "make it" economically. To be successful, a family day care provider must have enough potential parents/consumers who can afford to pay adequately for her service. Unless your project can include a subsidy program, intensive recruitment in a low-income area could set people up for failure. Cities, towns and neighborhoods with a mix of income groups may well prove more fruitful.
- o Encourage recruits to meet an identified need. Although, in the end, you must leave it up to their preference, people may be far more interested in trying family day care if you can offer them information about what's lacking in the community--such as infant, special-needs or weekend care.
- o Try to reach existing providers. Active family day care providers can help you spread the word; they may also benefit from your training and technical assistance. In this way your project will not only create new child care programs, but improve the quality of existing services.
- o Offer incentives. These could include courses, workshops, gift certificates for supplies, free tuition, books, loans of toys or equipment, a CPR course certificate, or home visits for one-on-one assistance. Tangible benefits, large and small, can make all the difference in encouraging recruits to complete the sometimes intimidating process of becoming a family day care provider--self-assessment, licensing, and getting the service underway. Incentives may also encourage unlicensed providers to come "above-ground."
- o Keep it up. The publicity campaign must be extensive and continuous. Don't expect instant results, and don't be discouraged by the inevitable attrition of some recruits. Allow for at least three or four months' lead time before the recruitment drive pays off at all, and allow enough time to follow through with all recruits once you've reached a momentum.

Publicity Materials

Your recruitment messages and themes should seek to build a positive image of family day care. Above all, promote family day care as a viable, professional career for providers, and as a reliable, quality child care choice for parents. But give equal attention

to how your materials look and feel; even if they are full of useful information, stacks of plain mimeographed fliers in a doctor's waiting room or a laundromat will probably go unread. The time and money it takes to obtain professional-quality design, printing and paper are a wise investment--perhaps a local company can even offer these as an in-kind donation.

Your basic message should include a statement about the need for more licensed child care, the benefits of becoming licensed or registered, what specific services are available through your agency, and how you can be reached. As simply as possible, communicate the ideas that "you can do it, too" and "we're here to help you do it better". The message should be designed to appeal to the types of people who have been identified as most likely to be interested in family day care.

The California Child Care Initiative's recruitment posters and brochures were a mixture of invitation, "pep talk" and presentation of facts. Using the help of a public-service advertising agency, the Initiative stressed the themes of home and nurturing, the benefits of family day care, and the ease of California's licensing process.

The posters' and brochures' simple message, "Open your home and your heart," combined with a colorful image of cookies and milk, sought to appeal to people's strongest and best impulses for doing family day care--that little extra effort to make things fun and to show children and parents that you care. To give the project a unified, recognizable look, the same basic materials were used statewide, but were localized by stamping the nearest resource and referral agency's name and phone number in a box designed for this purpose.

Inside, the brochure's easy-to-read, uncrowded text detailed the benefits and support services available from local resource and referral agencies: technical assistance on licensing and start-up, parent referrals, training workshops, site visits, toy and equipment loans, the Child Care Food Program, support groups, and so on.

Once you have developed (or purchased) materials, target their distribution to places where potential recruits or recruiters are likely to gather and to have the time to absorb the information. These are some possibilities:

- o libraries
- o parks and playgrounds
- o PTA meetings
- o churches
- o parent education groups
- o children's clothing and toy shops
- o laundromats
- o fairs and festivals
- o health clubs
- o job fairs
- o nursery schools
- o Head Start programs
- o pediatricians' offices
- o school bulletin boards
- o early childhood education classes
- o childbirth classes
- o health clinics
- o supermarkets
- o malls
- o community service agencies
- o public and private employment agencies
- o child care centers
- o married student housing offices
- o exercise and play groups

You may also want to do a mailing, either on your own or in coordination with another agency or business. Some projects have arranged to insert a flyer or brochure with monthly utility bills, newsletters, or Child Care Food Program checks. Employers might be willing to distribute a flier with employee paychecks; elementary schools in your target area might send one home with each student.

Personal Contact

While printed materials can build a positive public image for your project, remember that they are just a beginning--they can't replace personal contact. To make your project come alive, the staff must be visible in the community, providing services and talking to groups and individuals where they live, work and meet. Other agency staff can also include information about your project in their community work. The California Child Care Initiative repeatedly found that most providers were recruited by word-of-mouth.

Probably the best opportunities to make group presentations about your project will be the orientation meetings for people interested in becoming family day care providers, held by your state licensing or registration department. The California projects found that when people who have already taken the first step toward obtaining a license learn that a whole range of support services and training will be available to them, they are far more likely to follow through and actually start a day care business. Such presentations will also strengthen your relationship with the licensing department: make use of their existing procedures, and don't try to duplicate their function.

In addition, many resource and referral agencies hold monthly start-up workshops for people interested in trying family day care. These are especially important in states where licensing or registration is not required. An R&R agency's workshops should cover basic information about licensing or registration, but they should complement rather than replace the licensing department's orientations, by discussing business practices, child care quality issues, the resource and referral agency's services, or other topics of interest.

Self-assessment is another very important part of such workshops or presentations. You may wish to distribute a questionnaire which will help participants determine whether this is the right job for them, and have an experienced family day care provider on hand to answer questions. A good recruitment program includes helping some people stay out of family day care if it's not appropriate for them, by offering a realistic picture of what to expect.

Other groups may be able to invite your staff to their meetings or classes in order to publicize the project: for example, family day care associations, community college instructors in early childhood education, parenting or childbirth workshop leaders, and merchants' associations.

One-to-one contact after a group meeting is usually an essential part of recruitment. Follow up these group presentations with a telephone call or note to those who attend and

express interest, promoting the training, technical assistance and support aspects of your program. Offer help with the licensing or registration process. Explain what your resource and referral agency is there to do. (See Chapter V, "Start-Up Technical Assistance.")

Everyone in the agency is a potential recruiter, and should become sufficiently well-versed in the project so that he or she can use any community meeting or presentation as an avenue for recruitment. Resource and referral counselors, in addition, have sometimes been able to recruit new providers while taking child care referral calls from parents. When a parent is having difficulty finding the child care she needs--for example, infant care, or care during odd hours--a resource and referral counselor might suggest the idea of providing family day care herself.

The Media

As you develop a media campaign, don't overlook any of the local media, large and small. Contact the major newspapers, radio and TV stations, but don't forget neighborhood newspapers, organization newsletters, newspapers for parents and children, public-access cable TV, and advertising "throwaways." In some California communities, the use of small local media has been more successful than the major news outlets. Look for opportunities to place free advertisements. While paid newspaper ads generally have not created enough response in urban areas to be worth the expense, they have often been successful in rural areas.

Keep your message simple and brief. Practice articulating the gist of it in a few sentences, or in one or two minutes. Public service announcements must be especially brief--between ten and sixty seconds long. Emphasize the local need for more licensed child care, as well as your agency's services: training classes, workshops, start-up assistance and incentives. Acknowledge and thank your funders.

Develop a project theme or logo. The California Child Care Initiative used a sun graphic in conjunction with its name. The theme "Open your home, and your heart," with a drawing of heart-shaped cookies and a glass of milk, was used in newsletters and local advertisements statewide. These created a visible, and eventually highly recognizable, public image for the project.

Appoint a media contact person for the agency. Study local newspaper, radio and TV formats: which columns or programs might you fit into best? Scan publications and programs regularly, and clip and file any relevant coverage of child care, families, working women, employer benefits and policies, census reports and economic trends. Who are the most attentive editors and reporters? Develop and maintain ongoing relationships with these media representatives who are interested in child care and related issues.

You might begin such a relationship by phoning a reporter with your comments when he or she has done a child care-related story. Make your agency known and available to editorial directors as an expert contact for child care facts, policy analysis, legislative

updates, and so on. They may well learn to phone you for advice or assistance on child care issues when they are preparing features or editorials.

A standard media packet, adaptable for a variety of occasions, is a valuable tool. Include your agency and project brochures, your recruitment flier, a news release which explains your recruitment and training goals, samples of past media coverage, the name and number of your agency's contact person, a fact sheet on local child care supply and demand and, if possible, some visuals such as photos, charts or graphs.

Especially when you are dealing with small local publications with few reporters, it will help to provide them with ready-made articles. Develop a short feature article or two profiling a successful recruit, detailing project services and listing a contact phone number for further information. Such articles, especially when photos were also used, generated a significant number of calls for all of the California project agencies.

Prepare for interviews so that you don't get sidetracked into a passive role; keep interviewers focused on your agenda. After an interview, follow up with a letter thanking the reporter for his or her interest, and enclose materials about your agency and your project. Keep such reporters on your mailing list for reports, fact sheets, handouts and newsletters.

Remember that most reporters are busy covering a variety of beats: to bring issues to their attention and to keep your concerns at the "top of the pile," constant follow-up is essential. Keep ongoing recruitment statistics, and send out news releases or hold a media event to mark significant mile-stones--such as reaching halfway to your goal, or surpassing it!

Timing

Recruitment is by nature a continuous process. Even when you are developing a publicity campaign within a certain timeline, think of recruitment as an ongoing, integral part of your resource and referral services. Recruits will become involved with your agency at a variety of entry points--through telephone inquiries, or by attending licensing meetings, orientations or training workshops. They will come with a variety of needs--for licensing or start-up assistance, information or equipment. On any given day, your agency may be working with recruits who are at many different points in the process.

Recruitment also occurs in cycles, due both to your activities and to events in the community. Each month, for example, you may get a concentration of inquiries after the family day care licensing orientation meeting. Calls may pick up suddenly after your agency has made a public presentation, or an article has appeared about your project. Make sure the staff is prepared to handle an increased response to your recruitment activities.

Timing is very important. Look at your agencies' parent referral statistics for the year, and time your recruitment activities to anticipate periods of peak demand from parents for child care. Typically, parent calls for child care reach their peak toward the fall; spring, therefore, is perhaps the best time to concentrate on recruitment, so that new homes can be licensed and ready by September. Each spring, local and regional chapters of NAEYC (the National Association for the Education of Young Children) sponsor a "Week of the Young Child". Talk to your local chapter about coordinating some activities together. Avoid the month of December, when interest wanes because of the holidays; other holidays and festivals, however, can be used to good effect.

Begin your project with a big kick-off. You may choose to develop a recruitment week or month. Such a concentrated push could include a press conference, a "recruitment fair," intensive distribution of posters and brochures, public service announcements, and feature stories in the local media. Ask mayors, city councils or county boards of supervisors to make a proclamation in honor of the recruitment period.

The California Child Care Initiative chose to hold its first press conference in the spring of 1985, several months before the first pilots were launched in October; the major funders, and staff members of selected pilot agencies, announced their plans for the coming year and aimed to attract additional funders. Next, between November 1985 and January 1986, kick-off press conferences were held at the local project sites in San Francisco, Los Angeles, Bakersfield and Sacramento.

The California agencies chose not to hold their kick-off press conferences immediately when their projects began; it was important to get their "feet on the ground" first, to make sure they were prepared to handle the volume of calls which would come in. On the other hand, it's equally important not to lose your news opportunity by waiting too long. Remember too that fundraising, like recruitment, takes repeated publicity: your press conference may reach future funders who will help you in your second or third year.

Monitoring Your Recruitment Program

As the project goes on, continually re-evaluate your strategies and make changes. Keep a record of contacts made, how people found out about the project, and the results. Which approaches have been most fruitful? Which could be discarded? Get feedback from recruits, your advisory group, the licensing department and others about what's working and not working. Are problems internal or external to the resource and referral agency?

Recruitment may also have a "ripple effect" in communities adjacent to your project's service area. Anticipate and plan how you will respond to inquiries outside your area. Meet with other resource and referral agencies to plan how you will handle recruitment and training requests from potential or existing providers outside your R&R service area. Respect other agencies' geographic boundaries.

Recruitment is a process of selection: both self-selection on the part of the recruit, and an assessment by the R&R agency of a recruit's potential for success. Expect attrition. Don't be discouraged if twenty inquiries result in four or five successful recruits.

Experienced recruiters have found that for every ten people who make inquiries, perhaps only three will become licensed providers. This is not only to be expected, but to be welcomed. Your community will be far better served by a small number of new, well-prepared and highly-motivated child care providers than by a large number who were rushed through a process to reach a project goal. Recruitment is a matter not only of quantity, but of quality.

* * *

START-UP
TECHNICAL ASSISTANCE

Becoming a family day care provider can mean encountering a new and unfamiliar maze of regulations and procedures. But in many communities, no services are available to guide new providers through the maze. After an initial licensing interview or community college class, there is frequently no follow-up or tracking to determine how an applicant is faring. As a result, many potential family day care providers drop out at this stage and are lost from the field, perhaps permanently.

Child care resource and referral agencies are in a unique position to help new providers gain a firm foothold in the profession: they are familiar both with parents' child care needs and with local providers' existing services, they are aware of service gaps in the local child care field, and they are connected with a wide range of community resources. This is why individualized technical assistance to new providers is a central part of the Child Care Initiative. Personal start-up help from child care resource and referral agency staff can make all the difference: to encourage applicants to follow through, obtain a license, and get their service underway; to link them with professional associations, the Child Care Food Program and other support services; to help prevent turnover in family day care; and to lay the foundation for a strong, lasting relationship between providers and the R&R agency.

The Initiative staff member assigned to this technical assistance role should be an accessible person who thoroughly understands the process of opening a family day care business, enjoys extensive one-to-one work with providers, and can communicate a genuine enthusiasm for the importance of the profession. A former family day care provider may be the ideal candidate--someone that new providers will respond to as a peer and also as a mentor.

If your state requires family day care providers to be licensed or registered, your Child Care Initiative project can offer crucial assistance to applicants in completing the process. In California, the licensing packet includes an application form, guidelines for developing emergency procedures, and instructions to obtain a T.B. test, fingerprints, a state child abuse index clearance and a criminal records check. Resource and referral agencies have found that applicants greatly appreciate help in completing this packet. Group meetings at this stage are an excellent way for applicants to meet peers who are going through the same process, and can be very reassuring.

Next, each prospective provider might receive a personal visit in order to help her prepare for the licensing worker's evaluation. It's important that resource and referral agency staff get to know the local licensing evaluators; then, using the same checklist that the evaluator will use, the staff member who visits can point out the areas which the evaluator is most likely to notice and focus on, as well as grey areas which might need improvement. The visitor could be part of the Initiative project staff, or another agency staff member, such as a referral counselor.

A pre-licensing home visit is an excellent vehicle to share ideas not only on how to "pass inspection", but also on child-proofing the home, and creating a stimulating learning environment for children. After the pre-licensing visit, if appropriate, the staff member

could send a letter of referral for the provider to the licensing or registration office--perhaps right along with the recruit's completed application form. Such a letter is not a recommendation, but rather a statement that the applicant is a Child Care Initiative recruit with whom your R&R agency has worked; you might also indicate any training which the recruit has completed. Licensors will probably value your assistance, and this can often help to accelerate the process.

In California, it can take eight to ten weeks, or more, to obtain a family day care license once the application is submitted. Here are some ways in which the resource and referral agency can help to keep applicants from getting discouraged during this waiting period:

- o Call periodically to ask how they are doing. A friendly, accessible voice can do much to ease anxiety, and can begin to build a lasting relationship between new providers and the R&R agency.
- o Encourage them to visit the R&R office for help with the application packet, to borrow from the toy or equipment lending library, if available, and to learn about other agency services.
- o Connect them with other providers who can serve as "buddies" or mentors when questions arise. Perhaps a neighborhood providers' network or phone tree can be developed.
- o Inform them of training workshops, classes and other community events.
- o Introduce them to the local family day care association.
- o Hold a group start-up meeting at the R&R agency office, covering such topics as business practices, child care quality issues, toys and supplies, record-keeping, contracts with parents, and other topics of interest. These meetings should cover basic information about licensing or registration, but they should complement rather than replace the licensing department's orientation sessions. Start-up meetings are especially important in states where family day care licensing or registration is not required.
- o Develop a start-up packet including a supplies checklist, and sample forms and contracts.
- o Discuss with providers how to prepare their own families for the realities of family day care, and the effects this new home business may have on them.
- o Offer tips on how to market a family day care service effectively, sharing sample flyers, business cards and ads.
- o As soon as a provider is licensed, make sure to add her to your referral lists for parents.

A staff member might also drop by each provider's home for consultation later in the process--for example, as she is enrolling children and beginning operation. These visits should address the provider's practical needs, such as business advice, equipment and space design--and they can encourage her to get involved in further training. Some resource and referral agencies have toy vans which bring toys and activity kits for children, or other traveling displays. Staff can discuss age-appropriate toys and children's activities with the provider, or work with the children to demonstrate games, crafts, and positive interaction between child and caregiver. This visit could be a good time to deliver whatever material incentives your project offers, such as a training handbook, a certificate or an award.

The importance of one-to-one services to potential and new providers cannot be overemphasized. They establish trust and confidence that the resource and referral agency will be a lasting and helpful partner in providing good child care. They can greatly diminish the attrition of new providers which plagues the family day care field, by keeping providers connected with a support network after their initial licensing and training are completed. While the Initiative provides the enticement, incentives and assistance to become a family day care provider, the R&R agency offers the ongoing support and services necessary to keep providers in the field. In this way, the Initiative and the resource and referral agency are working hand in hand to create and sustain new, high-quality programs for children and families.

* * *

TRAINING

"When I'm speaking to corporate executives about child care," says Ellen Galinsky of Bank Street College in New York, "I sometimes say, imagine that you're having a birthday party for your toddler. And it's going to last ten hours, and you're in charge of it. And you're going to have this party every day of the week. Then everyone goes, ohhh: suddenly they understand."

Family day care is a challenging job which takes knowledge and skill. "Just taking care of a few children" is no simple matter. A project which is dedicated to building the supply of family day care must also work to ensure that it will be good, high-quality care. That means designing practical, accessible, lively opportunities for training.

The California Child Care Initiative project sites, realizing that recruits were coming into the family day care field with many different needs and levels of experience, found it highly successful to keep their approach to training flexible and adaptable. The Initiative offered a range of training opportunities to accommodate both new and experienced providers, those who were enthusiastic about or resistant to training, and those who favored formal or informal learning environments. The R&R agencies offered a variety of formats which can be grouped into three "tiers" of a provider's career:

- o pre-service training, including start-up workshops and short-term (two- to four-session) seminar series.
- o in-service training, such as home visits, topical workshops, internships and mentor-trainers.
- o long-term professional development, including six- to twelve-week accredited college-level courses, and credentialling programs.

While R&Rs encouraged recruits to take more than one type of training, most did not make any particular class or workshop mandatory. Training events were geared to newly-recruited providers, but they were also meant to be appealing and accessible to others. Since success in operating a small business depends largely on competence in management skills, and on realistic expectations for the enterprise, training emphasized the business aspects of family day care, such as planning, budgeting, record-keeping, contracts, parent-provider communication and marketing skills. All recruits were encouraged to complete a self-assessment which helped them identify their own expectations and training needs. Training was generally held in the evenings and on weekends.

Initiative training programs were conducted primarily by staff members, but R&R agencies also collaborated with other groups and institutions, especially with local community colleges. When possible, experienced family day care providers were called upon as "peer trainers." To reinforce a sense of accomplishment and pride, the agencies awarded certificates or even held "graduation" ceremonies for recruits who had completed their training.

Assessing Training Needs

A training program for family day care providers must begin with an understanding of trainees' learning styles, needs and expectations. In general, adult learners tend to be motivated by practical, experiential and problem-centered--rather than abstract or theoretical--opportunities for learning. Adult learners are usually self-directed, and they bring to training a considerable reservoir of experience.

Involve trainees as much as possible in planning the training events. You might try an informal survey of new recruits or of existing providers, or convene a "brainstorming" group with the help of a local family day care association or support network. What are their expectations of a good training program? What would most encourage them to attend? The following are some commonly-mentioned motivations:

- o to meet specific on-the-job needs. New providers, in particular, want training which has a practical application. Frequently requested topics include business practices; contracts; marketing and enrollment; activities with children; equipment, storage, and room arrangement ideas; parent-provider communication; the particular needs of various age groups of children, such as infants or school-agers; and the particular needs of families, such as new immigrants with little or no extended-family support, or parents of a child with a disability.
- o to relieve isolation and to socialize with other providers. Without opportunities to meet peers, family day care can be lonely work. Don't underestimate providers' ability to teach and learn from each other.
- o to enhance a professional image. Many providers have found that parents appreciate their efforts to keep learning new ways to change and improve their program.
- o to obtain college credit or a certificate, such as the Child Development Associate (CDA) or National Association for Family Day Care (NAFDC) accreditation.
- o to meet licensing or other requirements. Providers will attend if the training is mandated by your state's licensing regulations, or by the requirements of your Initiative program. But then it will be up to you to show that the training will be worth their time and effort.

A respect for the knowledge and experience which providers already have is essential. Consider their backgrounds and skills. Will there be new or experienced providers in the group, or both? If they are new to the field, what life or work experiences will enhance their ability to provide good family day care--such as parenting or other child care, past jobs, hobbies, travel? What is their education and reading level? How

comfortable are they with written or theoretical material? Are they more receptive to audio-visual or hands-on activities than to reading or listening to a speaker? Is English a second language for any of the trainees?

Removing Barriers

Even the most exciting program or series will be poorly attended unless you work to remove the barriers which often keep family day care providers away from training. Consider:

- o scheduling. Providers' work responsibilities may rule out daytime training during weekdays, and family responsibilities often keep them busy in the evenings. Can child care be arranged, or reimbursements provided? Could funding be obtained in order to hire substitutes, so that trainees could come during working hours? If neither of these is possible, weekend trainings will probably work best. How many sessions will the training involve? Many projects have found that short-term training (six sessions or less) is more appealing to working adults.
- o setting. Many adults will be "turned off" by an institutional classroom environment. As much as possible, hold trainings in a relaxed setting with comfortable chairs, and provide refreshments. Be certain that providers feel safe in your training location. Using space at the resource and referral office is a good way to get providers acquainted with your agency and its services.
- o cost. Projects might encourage providers to pay for training whenever this is feasible, but most providers have a modest income, and will have to balance training costs against their other business and family needs. Are fees for registration, tuition or materials affordable? Will they cover your expenses? Is any funding for scholarships possible? Some of the California project agencies found that charging at least a modest registration fee, such as \$15.00, can act as an incentive to attend regularly.
- o transportation. For providers who don't drive or don't have access to a car, will the training be accessible by public transportation? Can car pools be arranged--with perhaps free or reduced tuition for the driver? Can sessions be held in a neighborhood where many trainees live, perhaps in one of their homes?
- o providers' views about training. Many adults may feel, "I don't need training; I already know how to take care of children." For some, low self-esteem may be a powerful barrier: "I'm too old to learn anything new," or "I'm not a professional." Many will have negative memories of classrooms and schools. These are difficult to counteract, but projects have often found that informal, low-key training formats--such as "make it/take it" materials workshops, or tours of other providers' homes--work well with providers who are resistant to training.

- o publicity. Once you've designed your training, make sure that people hear about it. Neighborhood and community newsletters are effective publicity tools, as well as announcement or calendar sections in local newspapers, library notices, resource and referral agency newsletters, and cable TV. Involve existing providers, and family day care associations, in the publicity effort. Use simple, eye-catching style to advertise events. Enlist a graphic artist's help if possible. Personal follow-up with each trainee between the time of registration and the first session is helpful.

Selecting Trainers

Next, decide who will provide the training. Who is best suited to meeting the training needs you've identified: the resource and referral agency? a community college? a recognized expert? the local family day care association? Who is most experienced? Might the training be a cooperative effort--for example, a "core" trainer with guest speakers?

There can be both advantages and drawbacks to working with a community college, rather than creating an independent training model at the resource and referral agency. A long-term advantage of a college program is that the college can institutionalize the training, creating ongoing classes which respond to the raised expectations for training created by the Initiative project. The resource and referral agency, on the other hand, would need to seek new funding to continue its training series after Initiative funding ends. Sometimes this may be the only option to meet the community's needs, if the community college system cannot assume the responsibility.

The advantage to Initiative projects creating their own training series is that recruits are able to begin attending the series at different points, and complete all sessions at a pace they are comfortable with. Community colleges, on the other hand, usually require students to meet the school's attendance requirements and fit into their semester-based scheduling system.

If your Initiative project will be selecting and hiring family day care trainers, these are some qualities to look for:

- o flexibility. Are they able to fit their training plans to the trainees' needs, learning styles, and levels of experience, skill and reading ability?
- o knowledge of family day care. Do they have any experience in providing family day care themselves? Have they worked with providers before, visited programs, or done any research on the subject? What is their expertise in the particular content area they're teaching? Do they know the audience well enough to set clear, realistic training objectives? Current and former providers can make excellent trainers.

- o respect for family day care as a profession. Do trainers respect family day care providers as adults with valuable knowledge and experience? Are they biased in favor of child care centers?
- o ability to include providers in planning and evaluation of training. Are trainers able to identify, and bring out, providers' expertise as mentors, role models, or possible co-trainers? How do they encourage participation, and make trainees feel comfortable? Are they able to integrate experienced and potential providers in the same training?
- o versatility. Are trainers able to use a variety of teaching methods--such as small groups, role plays, discussions, lectures, modeling and prompting?
- o knowledge of the community and how to find resources.

Finally, get a clear understanding from each trainer about what he or she will need, such as equipment rental, training materials, and reimbursement for expenses. Contract with a new person for one session, with an evaluation afterward, to be sure that you have a good match for your training needs.

Training Formats

The California Child Care Initiative project agencies found it most successful not to make any particular training program a requirement, focusing instead on each trainee's individual needs, and keeping expectations about attendance realistic. Formats included one-time workshops, individual technical assistance (such as home visits) by resource and referral agency staff or by an experienced family day care provider, and multi-session courses. Some R&R's worked with local community colleges to create new accredited courses on such topics as family day care management, as well as special series for providers on infant/toddler care, learning environments and other topics.

In many communities, family day care "home tours" have been a popular form of training. Typically in such a tour, a group visits a series of three or four homes on a Saturday morning to experience first-hand the variety of ideas and approaches which providers can use in building family day care programs. Each "hostess" might fill out a one-page handout for the visitors with such basic information as ages served, hours, fees and policies, and how long the program has been in operation. The hostess then focuses her tour on procedures or materials she has developed in a particular area or two, such as communication with parents, games and crafts, outdoor play and safety, business procedures, sleeping areas, lunch and snack menus, or storage tips. Such tours have the immediate, practical effect of helping people try new ideas; they encourage new providers to learn from each other; and they remind experienced providers that they are professionals with a great deal of knowledge to share.

A related idea would be to ask experienced providers to serve as "mentors" on a one-to-one basis with new recruits, or to place trainees in a brief apprenticeship or internship in an established family day care home. Careful thought must be given to the selection and orientation of mentor-trainers, and stipends should be budgeted.

Other training approaches include toy and activity demonstrations during site visits; small-group settings such as guest speakers at a support group; workshops in collaboration with family day care association meetings; and conferences, either specific to family day care or as part of a wider child care gathering.

The Family Day Care Handbook

The primary training material which the California Child Care Initiative developed for use by all its project agencies was the Family Day Care Handbook. Adaptable and expandable because of its three-ring-binder format, the Handbook is a comprehensive anthology of readings on family day care issues, divided into seven broad subject areas:

- o Getting Started
- o The Business of Family Day Care
- o Working with Parents
- o Health and Safety
- o Food and Nutrition
- o Working with Children
- o Further Resources.

The California Child Care Resource and Referral Network compiled the Handbook from family day care training materials used throughout the country, selecting articles which were easy to read and geared to practical, on-the-job needs. When necessary, Network staff filled gaps by writing several new articles, but they found that an anthology approach made the most efficient use of the wealth of material already in existence.

The Initiative project agencies have found that the Family Day Care Handbook is not only useful in a wide variety of training formats, but that new providers value it as a reference tool they can continue to consult on their own, and add to as they gain experience. The book has served as a considerable material incentive for providers to attend and complete a training program.

Authors/Editors:	Dan Bellm, Bess Manchester, Sarah Lutes
Publisher:	California Child Care Resource and Referral Network; Third Edition, 1988
Available from:	California Child Care Resource and Referral Network 809 Lincoln Way San Francisco, CA 94122 (415) 661-1714
Cost:	\$30.00 (Bulk discount available)

Other Materials

The following family day care training programs are good examples of the many training packages already in use around the country, containing specific curricula, activities, and step-by-step structures. These could be used in most communities, but should be analyzed in terms of providers' training needs and available resources in your area. They can be used intact, adapted or expanded to meet your needs.

IOWA FAMILY DAY CARE HANDBOOK

The Iowa Family Day Care Handbook, first written in 1978, is now in its third edition, reorganized and updated with the help of family day care providers, state licensing regulators and university faculty. The spiral-bound handbook is appropriate for both home and classroom study; it is being used in community colleges throughout Iowa, and in other states. Each section contains a brief introduction, suggested classroom activities and ideas for further discussion. Resource lists and a bibliography are also included.

This program has particularly strong sections on children's emotional, cognitive and physical development; children and stress; child abuse prevention; working with families; and managing family day care as a business. It also emphasizes "burnout" prevention, self-esteem and professional development for family day care providers.

The Trainer's Guide, a large three-ring binder with pockets in each section, is an extensive collection of articles, brochures and background materials for conducting training sessions and/or guiding independent study. Total training time recommended is 20 classroom or workshop hours. Home-based independent study will vary in length, depending on providers' needs and level of expertise.

Authors:	Bess Gene Holt and Shirley C. Karas
Publisher:	Child Development Training Program, Iowa State University, 1986
Available from:	Child Development Training Program Department of Child Development Iowa State University Ames, IA 50011 (515) 294-8877
Cost:	Handbook, \$7.00; Trainer's Guide, \$35.00

FAMILY DAY CARE EDUCATION SERIES

This versatile training program can be used for independent study or in workshops and classes. It was created by a North Carolina team of university and community-based specialists in child care and child development. The thirteen Information Packets for providers are colorful and well-designed, each containing curriculum activities, instructions and resource lists for the provider, and handouts for children and parents.

The Trainer's Resource Manual follows the packet sequence, and describes specific training activities and materials needed for each step. It also includes a good overview of principles of adult education, additional curriculum resources for further exploration, suggestions on how and where to obtain free materials, and very thorough bibliographies and resource lists. The appendix shows how to rate the reading level of training materials, and explains how to use this training to prepare providers for the Child Development Associate (CDA) credential.

The Independent Study Course describes for both students and instructors the materials and records needed, and includes a study guide for each curriculum section and additional resources for home-based self-instruction. The Trainer's Manual offers guidelines for assessing when individual study is advisable and when it is not.

The Family Day Care Education Series has an accompanying Rating Scale which evaluates 32 separate aspects of the family day care environment and program. It is a graduated scale which can be used for self-evaluation or for assessment by trainers.

Authors:	Thelma Harms, Debbie Cryer et al.
Publisher:	University of North Carolina, 1985
Available from:	Toys 'n Things Press Resources for Child Caring, Inc. 450 N. Syndicate Ave., Suite 5 St. Paul, MN 55104 (612) 641-0305
Cost:	Information Packets (series of 13), \$29.95 Trainer's Resource Manual, \$12.95 Independent Study Course, \$29.95 Rating Scale, \$4.50

CHILD CARE: A FAMILY DAY HOME CARE PROVIDER PROGRAM

The Texas Agricultural Service has produced a comprehensive independent study program which uses their statewide county extension system and provides linkages to Texas A&M University. This unique program was designed to meet the needs of providers who may be unable to attend classes, or who live in areas where workshops and classes are not available. It has been used by community colleges as well as by the Extension Service, and could be used by resource and referral agencies. In Texas, the county extension agent coordinates and publicizes the program, recruits providers, and keeps records of each provider's progress.

The Independent Study Manual is clearly written, outlines specific goals and objectives for each topic section, and contains a self-test at the end of each section. The curriculum areas are child development and guidance, nutrition, health and safety, and business and management. The health and safety chapter is especially comprehensive. The authors recommend 30 hours of independent study, and an initial orientation meeting with

an instructor. Extension agents also make home visits to providers for informal consultation whenever possible.

Two accompanying videotapes, which address each of the curriculum areas, are loaned to providers. An Agent (or Coordinator) Guide, containing additional resources, is also available.

Authors:	The Development Team, Texas Agricultural Extension Service
Publisher:	Texas Agricultural Service, 1987
Available from:	Texas Agricultural Service 205 E, Special Services Building College Station, TX 77843 (409) 845-3850
Cost:	Independent Study Manual and two videotapes, \$50.00; Agent (Coordinator) Guide, free

Evaluation of Training

Each of the training sessions that you offer should be evaluated formally or informally. This feedback and sharing between the trainer/instructor and the students is important for the planning of future training. A short evaluation at the end of the training session will help the instructor determine whether the specific information she was trying to communicate has been clearly understood.

Keep evaluation periods brief--for example, ten to fifteen minutes--and let participants know in advance that this will be part of the scheduled time period, not a tacked-on activity which will make them stay later than they expected. You might include questions about the room environment; which aspects of the training were most and least helpful; the length of the session; the size of the group; the format (e.g. lecture, role play, discussion); the trainer's skill and style; and the written or audiovisual materials used.

As you design training, be flexible enough to offer providers a variety, but don't overextend yourself by doing too much training at the expense of other services, such as recruitment and technical assistance. Allow time for interest to build, and expand the program when you are ready. The California projects found that most providers' participation in training is gradual and cumulative; it may be wise to start small, and move on later to more formalized training, even an accreditation program.

* * *

RETENTION

Child care is in short supply in most communities--and the problem is compounded by the constant turnover of child care providers from year to year. A 1985 publication of the National Association for the Education of Young Children (NAEYC), for example, documented that child care workers have among the highest rates of job turnover of all occupations. "Between 1980 and 1990," NAEYC reported, "59% of all child care workers in private household settings will need to be replaced each year, just to maintain the current supply of child care providers." The average replacement rate for all other occupations was 19.4%--over three times lower.

"With that kind of turnover," says April Mansfield of Children's Home Society in Long Beach, California, "retention is as important as recruitment. You can recruit forever and ever, but you're going to be filling a bucket with a hole in the bottom unless you get some patches for the bottom at the same time."

In 1987, with funding provided by The Ford Foundation, the California Child Care Resource and Referral Network conducted a follow-up survey of family day care providers recruited during the Initiative project's pilot year (1985-86), in order to explore the factors that affected turnover and retention among this group. Of 168 recruits interviewed by telephone, 109 reported that they were still providing family day care, indicating a retention rate of 69.4%, or conversely, a turnover rate of 30.6% for the Initiative's pilot year recruits.

Attrition is typically highest in family day care, as in most small businesses, during the first year of operation. The high retention rate of Initiative recruits beyond this crucial one-year milestone is perhaps best attributed to the project's approach to effective recruitment: an emphasis on realistic self-assessment by potential providers of their suitability to the field, one-to-one technical assistance, linkage with community resources, and training in the caregiving and business-management aspects of family day care.

Causes of Turnover

In its retention survey, the Network found a clear association between turnover and providers' household income. Among inactive recruits, the two most significant causes of turnover were inadequate or unstable income, and relocation. Related problems included low enrollment, and/or an inability to market the business effectively. Only 42% of the inactive recruits had household incomes of \$25,000 or above, compared to nearly two thirds of the actives. Over one third of the inactives had household incomes of less than \$15,000 a year, compared with 17.6% of the actives.

For most of the inactive recruits, the family day care business apparently did not become economically feasible. When asked to give the reasons why they were not caring for children in their homes, over half stated that they were returning to work outside the home, many to their previous occupations. Comments such as "couldn't make enough money" were common. Conversely, we can only assume that the active recruits either had less need to realize significant income from their family day care business on an immediate

basis, or that their households were in a better position financially to ride out the loss of a second salary until the family day care business was successful.

The California Child Care Initiative has focused its efforts on communities which not only have an unmet need for child care services, but also a population of potential recruits who can attain economic self-sufficiency, and parents who can afford to pay adequate market rates for care. Economically precarious providers, such as welfare recipients or providers earning below the median income, will generally need financial assistance of some kind in the first year, and most likely will need continuing financial support through fee-subsidy programs or other services. More strategies must be developed to help make family day care a viable career choice in low-income communities.

But not all turnover is a sign of failure: it can be a positive sorting-out process. Indeed, child care supply-building projects have a responsibility to help some recruits decide that family day care is an unworkable career choice, and it is a more efficient use of resources to concentrate on recruits who have a greater potential for success. And some turnover is the result of changing family circumstances--such as pregnancy, relocation, children reaching school age, or divorce--or other factors which cannot be controlled or changed by a recruitment and training project.

How, then, do we measure success in the family day care field, given the prevalence of turnover among providers? What is a reasonable expectation of longevity? There is no single, foolproof measure. Successful retention might best be viewed according to the "tiered" model proposed by Joe Perreault of Save the Children/Child Care Solutions in Atlanta, Georgia. A certain percentage of providers, according to Perreault, will inevitably drop out during the first year. Others will provide care only for a transitional period of two to five years--for instance, until their own children reach school age. Still others, seeing themselves either as traditional "moms" or as career professionals, will continue providing family day care for many years. A successful project must take into account the varying needs and expectations of these groups when developing services.

Financial difficulties, and lack of preparation for operating a small business, can best be prevented early on through technical assistance and support during a provider's start-up phase (see Chapter V). But perhaps just as crucially, many providers cite isolation and stressful working conditions as primary reasons for leaving the field. The California project sites have found it indispensable to develop services which support providers, relieve isolation and stress, and keep them connected with a larger community, well beyond the early stages of getting licensed and started. These community linkages can greatly boost the sense of professionalism which helps some providers stay in the field for many years.

Services by the Resource and Referral Agency

Research has repeatedly shown that training of child care providers greatly increases the quality of care they offer. Providers' participation in training and support networks--

specifically, training in the areas of child development and day care business management--is also associated with longevity in the field (Mansfield, 1986; Wattenberg, 1977). The Initiative's retention survey found that 76.9% of active recruits had participated in training activities, including accredited college courses as well as topical workshops geared to their individual needs.

It is important to note as well that the types of child care training and assistance which will best encourage providers to remain in the profession may not be the most traditional classroom-based model. When asked which of the Initiative's support services had been most helpful, providers responding to the retention survey most often mentioned telephone advice lines, substitute caregivers, and opportunities for peer interaction.

A child care resource and referral agency can be an invaluable "switchboard" of information for providers, and a trusted source of personal support. Individual assistance from, and personal relationships with, R&R staff can play a key role in preventing provider attrition. Services could include a monthly newsletter or announcement bulletin, a lending library of books and magazines, and a special phone line for consultation and advice. Staff should be prepared for calls concerning not only child development, discipline, and curriculum planning, but insurance, taxes and other business matters. All providers should be kept informed about classes, workshops and conferences in the area. Conduct a survey to find out why people stay in the business, and share the results in a newsletter profile of a "successful provider".

Because resource and referral counselors are frequently talking to parents about their child care needs, they can offer tips to providers about what parents want and expect, how to improve on meeting these needs, and how to address parent complaints. If a provider has consistently low enrollment, and the R&R agency is receiving feedback from parents on why they aren't choosing that person's service, referral counselors can be a mediator in such conflict, remaining neutral but helping the provider improve or adapt her service if necessary.

The resource and referral agency can also be a clearinghouse for the materials which providers need. Many R&R agencies act as local sponsors of the USDA Child Care Food Program, a federally-funded program which reimburses providers for nutritious snacks and meals served to children. Some R&Rs have helped providers to start cooperative bulk-buying clubs for food and classroom supplies. The agency's resource library might include toys and equipment (such as car seats or cribs) available for loan. Ideally, a "toy van" with an outreach worker could make home visits every four to eight weeks to lend supplies and consult with providers about their day-to-day needs. Personal contact, in whatever way your agency can manage, is very important.

A major source of stress in family day care is the lack of time off during weekdays to relax or to complete personal chores. The resource and referral agency, or the local family day care association, might be helpful in developing a pool of substitutes so that providers can get away occasionally. To minimize liability, however, an R&R might choose not to be responsible for screening and training of these substitutes. In that case, make it clear to providers that you are not acting as these substitutes' employer; you are providing

referrals, not recommendations. Such a service would be restricted to compiling and distributing a list of available substitutes who have signed up at the R&R office, whom providers are then responsible for interviewing and monitoring themselves. (If your state has a screening process for child care workers, such as mandatory fingerprinting, make sure that substitutes have completed this process before they can sign up.) A substitute can be removed from the list if complaints arise.

Especially if there is no family day care association in the area, the R&R agency might initiate monthly or bi-weekly support groups for providers to socialize and share common interests and concerns. Such a group can greatly increase providers' self-esteem and self-confidence. It could be an open forum for whatever the members want to discuss, or it could be organized each week around a specific issue or problem, such as zoning barriers, child discipline, or nutrition. An R&R staff member might act as facilitator, but it is important that participants feel that the group is theirs. The group, in fact, should eventually become independent and self-sustaining, and this should be planned for in the early stages of the group's development.

Home tours, and social events such as potluck dinners, activity fairs or "appreciation" parties can also relieve isolation, building a sense of belonging to a community and a profession. Opportunities for providers to get together during the day, with the children in their care, can be important as well. Events called "stay and plays" at local parks or recreation centers were effective in some Initiative sites.

Other Services in the Community

The R&R agency can play a central role in offering ongoing support for family day care providers, but many other agencies and organizations should be called upon for help as well.

Family day care associations provide a ready-made support system for providers through monthly meetings, newsletters, neighborhood networks, group insurance plans, workshops and--perhaps most important for new providers--the advice and collective experience of their members. R&Rs can become partners and supporters of such local associations by co-sponsoring events, sharing meeting space, or offering mailing and other assistance.

Community colleges and university extension services can be key resources to providers for continued learning. If classes oriented to family day care are not currently being offered, an Initiative project can be an effective catalyst in developing new classes and accreditation programs. State licensing evaluators can also be helpful sources of advice, especially if Initiative staff have worked during the initial licensing process to relieve providers' anxiety about licensing and to encourage a sense of partnership.

Resource and referral staff can help providers to link up with other useful services. For example, the Chamber of Commerce or other groups could offer referrals to business and tax advisors. Public health departments, mental health centers, the Red Cross, and other family and children's service agencies might have professionals on staff who can consult with providers on health and safety issues. Women's organizations, churches and synagogues can also support and publicize family day care by sponsoring social or fundraising events.

Family day care need not be an isolating job in which a provider feels trapped at home, always offering encouragement to a group of children but receiving little encouragement herself to sustain her in such demanding work. An intermediary support system such as the Child Care Initiative is crucial in promoting retention of providers in the field--and it must be a delivery system which offers coordinated, reliable support for providers, not just a random array of services in the community such as college classes or support groups. Family day care providers need a dependable, stable, professional partner throughout their careers. New strategies must also be developed to assist providers in low-income areas in developing financial stability, especially during their first 12 to 18 months of operation.

Such an intermediary support system inevitably costs money. Who pays? Child care is everyone's responsibility: government, employers, community groups and parents. And in the long-term, developing a child care support system is a cost-effective approach: it costs more to lose caregivers on a regular basis than to support an intermediary which will help them stay on the job. The costs of child care provider turnover are high indeed. Employers lose workforce stability when their employees' child care arrangements become unreliable; parents lose income, and peace of mind about their children's well-being; and society pays a heavy cost when its children have been poorly cared for in their earliest years.

"What I've liked about the California Child Care Initiative from the beginning," says Ellen Galinsky of Bank Street College in New York, "is the recognition that you don't just recruit people into this field to be family day care providers. You give them the support that they need to become licensed or registered. You give them the training so that they can be good. And you give them the ongoing support so that they not only continue to improve their skills, but also stay in the field."

* * *

APPENDICES

**CALIFORNIA CHILD CARE INITIATIVE REPLICATION
READINESS CHECKLIST FOR RESOURCE AND REFERRAL AGENCIES**

This checklist has been developed to assist resource and referral agencies plan for Child Care Initiative modeled recruitment and training projects. The questions are to help agencies analyze their current activities and develop strategies for successful public-private supply building work in child care.

I. FAMILY DAY CARE RECRUITMENT

1. Does your agency ever publicize the need for new family day care or other child care programs in your own newsletter or in the local press? _____
2. Has your agency made presentations expressing the need for family day care or child care of any kind? _____
3. Has your agency issued press releases? _____
4. Has your agency worked with the media (written articles, given interviews, etc.)? _____
5. Does R&R staff attend licensing orientation meetings to explain R&R? _____
6. Has your agency collected and distributed or reported data on community child care needs? _____
7. Can your agency identify specific target areas where family day care recruitment is needed? _____
8. Can families pay the "going rate" for family day care in these areas? _____

II. START-UP ASSISTANCE

1. Do you distribute materials on how to obtain a family day care license? _____
2. Do you offer assistance over the phone on family day care licensing? _____
3. Does your agency hold start-up or orientation meetings for new or potential providers? _____
4. Have you offered pre-licensing home visits? _____
5. Does your staff assist in licensing procedures such as: filling out licensing applications, fingerprinting or TB test referrals? _____

6. Do you publish and/or distribute "how to" materials on family day care (environment, programming, recruitment of families, etc)? _____
7. Do you have a start-up packet for family day care providers? _____
8. If you serve communities which are other than English speaking, do you have translated materials about family day care? _____

III. TRAINING AND SUPPORT

1. Do you conduct workshops or classes for family day care providers on:
 - child development _____
 - environment and equipment _____
 - business management of family day care _____
2. Does your agency present workshops of interest to family day care providers at conferences? _____
3. Has your agency taught or presented at community colleges? _____
4. Has your agency offered support or special interest groups for family day care providers? _____
5. Do you have a toy lending library? _____
6. Do you have a literature or other resource library? _____
7. Have you made post-licensing visits to providers? _____
8. Do you offer advice to providers on the phone? _____

IV. COMMUNITY OUTREACH AND PARTNERSHIPS

1. Has your agency sought funding from foundations? _____
2. Has your agency been successful in obtaining funding from non-governmental sources (foundations, corporations, service organizations, etc.)? _____
3. Do you have a working relationship with family day care associations? _____
4. Do you co-sponsor events with community colleges? _____

Appendix A

5. Does your agency participate in any community coalitions, task forces, committees on child care? _____
6. Is your agency called upon to present data, information, or advice to local governments? _____
7. Does your local community college or adult education program have classes for family day care providers? _____
8. Does your agency work well with local licensing? _____
9. Is there community space available for meetings, classes, etc.? _____

V. PROJECT MANAGEMENT

1. Have you ever incorporated special projects (work funded for short periods of time) into your agency? _____
2. Do staff from different departments of the R&R share work, information, and problem-solving ideas? _____
3. Has your agency reported to funding sources? _____
4. Have you researched possible new community funders? _____
5. Have you used short-term (1-3 yrs) funding to accomplish a project and plan for a follow-up project? _____
6. Do you have staff who are interested and skilled in family day care recruitment and training? _____
7. Does your agency Board of Directors support recruitment and training? _____

CHILD CARE INITIATIVE PROJECT

PLANNING CHECKLIST

This checklist has been developed to assist groups and organizations in planning for a public-private partnership and in developing a state, regional, or community child care supply-building project. Our experience has taught us that certain key elements need to be in place for successful design and execution of public-private partnerships and child care recruitment and training programs. We have also learned that each community is unique, with its own strengths, resources, and needs. The items listed below are generalized issues which will be helpful in most planning efforts.

I. Planning Group

1. Does the planning group have representation from or links with:

- ☐ child care resource and referral
- ☐ employers
- ☐ government (local, state, regional)
- ☐ small business
- ☐ large corporations
- ☐ child care provider training institutions
- ☐ foundations
- ☐ parents
- ☐ community services (including licensing in areas where it exists)

* Not all of these representatives need to be involved in every planning group; some groups may need other representatives, such as school districts or service clubs. This depends on the community and the resources and goals of the project.

- 2. Is the planning group able to determine where child care is needed and if there are potential providers to meet that need?
- 3. Is the planning group aware of funders' geographical areas of interest (where would funders need to/want to support child care)?
- 4. Is the planning group able to generate interest and support from additional partners as it continues to plan?
- 5. What are future plans for the planning group? Will it become the administrator of the project? Will it disband after the project is launched? Will it maintain an advisory role?
- 6. What is the planning group's relationship with the funding partners?

Appendix B

II. Funding Partnership

1. Is one individual or group able to take the lead in raising funds and make a long-term commitment to raising funds?
2. Does the funding partnership represent a wide range of public and private funders?
3. Does the funding partnership have a clear understanding of goals, needs, and organization of the project?
4. Is the lead funder able to work with members of the planning group when soliciting funds?
5. Does the funding partnership encourage a variety of ways for members to contribute (e.g., provide publicity, media linkages, in-kind involvement as well as funding)?
6. What role will funders play in granting financial resources to projects? Will they have total decision-making powers or will they share decision-making with others?
7. What is the project's funding mechanism (e.g., who will be fiscally responsible for distributing project funds, accounting for funds spent, reporting to IRS)?
8. Who works with the funding mechanism -- lead funder(s), project manager, administrative agency?

III. Community Partners

1. Have all potential community partners been identified by the planning group?
2. Have community partners been approached and involved early in the planning?
3. Has the planning group identified specific contributions from partners (e.g., community colleges provide classes; service clubs provide materials and meeting rooms)?
4. Can community partners assist in finding others (e.g., Junior League talks to League of Women Voters; community colleges enlists adult education)?

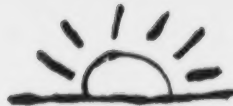
IV. Resource & Referral

1. Is resource and referral (R&R) part of the planning group?
2. Does the R&R agency have the information needed to select target areas for supply-building?

3. Does the R&R agency have technical assistance and resource development available for project planning and organization?
4. Does the R&R agency have relationships with potential community partners and/or funding partners?
5. Is the resource and referral presently providing any supply-building services?

V. Administrative Mechanism

1. Which agency will have responsibility for day-to-day administration and long-range planning of the project, including reporting to funders and evaluating the project?
2. If more than one R&R is funded, will one of them be designated as "lead R&R" and provide administrative, reporting, and monitoring responsibilities or will a centralized R&R Network be developed?
3. How will the administrative agency interface with the funding mechanism, funders, and other partners?



California Child Care Initiative

Program Summary

The California Child Care Initiative was created in 1985 to address the shortage of licensed quality child care in California communities. Developed by BankAmerica Foundation and funded by a public-private partnership of 33 organizations, this program is designed to recruit and train family day care providers in order to help meet the great demand for child care services. The Initiative works through existing nonprofit community-based child care resource and referral agencies (R&Rs). The Initiative funds these R&Rs to conduct a five-stage child care supply-building process. This involves:

- o assessing child care supply and demand and targeting shortages of care in specific areas
- o recruiting individuals who have the potential to become licensed family day care providers
- o training those individuals to deliver quality care and effectively manage a small business
- o providing technical assistance to help them get licensed and into operation
- o providing ongoing support to help them stay in operation

During a 12-month pilot (October 1985 - September 1985), six R&Rs in five California counties successfully tested this process. Pilot goals were exceeded by 20% with the licensing of over 230 new family day care homes and the start-up of five after-school programs. In all, over 1,100 new child care spaces were created in the program's first year.

Based on this success, the six agencies were funded to continue supply building for a second year. And in early 1987 ten more R&Rs were added to the program for a two-year cycle. Together these 16 agencies have served a total of ten counties: San Francisco, Los Angeles, Sacramento, San Mateo, Alameda, Contra Costa, Marin, Sonoma, Fresno, and Kern. During the program's second year, the agencies again exceeded their goals. In July 1988, four more R&Rs were added to the program to test the Initiative model in rural areas. These agencies serve counties of Butte, Colusa, Nevada, and Siskiyou.

Since the beginning of the program in 1985 through January 1989, the Initiative has generated over 2,000 new licensed family day care homes, making available more than 8,000 spaces for children.

One final component of the program is also in development. The Initiative was conceived as a demonstration of the capacity of R&Rs to be cost-effective local community child care supply builders. The final step is to encourage the continuation and replication of the program. Strategies are being designed for sharing knowledge and materials statewide and for providing technical assistance in the start-up of local partnerships between R&Rs and the businesses and local governments in their service area.

In addition to funding the child care supply building projects of R&Rs, the Initiative has been funding the California Child Care Resource and Referral Network, a nonprofit support organization for California's state-funded R&Rs. The Network has been managing the day-to-day activities of the Initiative. This includes providing training and technical assistance to the R&Rs and monitoring and reporting on their performance. The Network also developed the Initiative's program components including an integrated package of recruitment brochures and posters as well as training manuals and materials for use by the R&Rs.

BankAmerica Foundation has administered the program on behalf of the partnership of 10 public and 23 private funders. Since 1985, these organization have contributed over \$3.2 million to the program. Funds are managed by The San Francisco Foundation which acts as fiscal intermediary for the Initiative.

The Initiative has proven significant in several respects:

- o It is community-based. This puts primary responsibility for addressing child care needs at the local level.
- o It is focused on infrastructure development and capacity building. This gives communities long-term capability to meet child care needs.
- o It works through existing agencies. This reduces the costs and risks associated with start-up operations.
- o It is adaptable. It works in urban, suburban, and rural areas with populations of wide socio-economic, racial and ethnic diversity.
- o It is responsive to local circumstances. Agencies can tailor their activities to suit local priorities and utilize local resources.
- o It is replicable. It was designed to be used by R&Rs. There are many such agencies in California and growing numbers in other states.
- o It is a collaborative public-private venture. Employers of all types can participate in creating the community services their employees need.

The California Child Care Initiative has been widely recognized for its contribution to meeting child care needs in California. It has received formal endorsements from Governor Deukmejian's Advisory Committee on Child Development Programs and the San Francisco Bay Area's Business Leadership Task Force. It has also received awards from the California Public-Private Partnership Commission, President Reagan's Council on Private Sector Initiative, the Kennedy School's Center for Business and Government at Harvard University, United Way of America, and the Congressional Caucus for Women's Issues.

Anyone interested in further details on the Initiative should contact:

Rosemary Mans
Vice President
Bank of America #3619
P.O. Box 37000
San Francisco, CA 94137

Rory Darrah
Merle Lawrence
California Child Care
Resource and Referral Network
809 Lincoln Way
San Francisco, CA 94122

CALIFORNIA CHILD CARE INITIATIVE FUNDERS

<u>PRIVATE SECTOR</u>	<u>TOTAL TO DATE</u>
Ford Foundation	\$336,000
BankAmerica Foundation	300,000
Mervyn's	300,000
American Express Foundation	275,000
Pacific Telesis Foundation	250,000
Wells Fargo Foundation	135,000
Chevron U.S.A. Inc.	110,000
General Telephone of California	70,000
California Community Foundation	55,000
The Clorox Company Foundation	45,000
David & Lucile Packard Foundation	40,000
Pacific Gas & Electric Company	40,000
The Ahmanson Foundation	40,000
TRW	40,000
Fireman's Fund Insurance Company Fdn.	25,000
Security Pacific Foundation	20,000
McKesson Foundation	15,000
The Morris Stulsaf Foundation	14,500
Northrop Corporation	10,000
Pfaffinger Foundation	10,000
Times Mirror Foundation	5,000
The Fritts Family/Bakersfield	5,000
Californian Foundation	
Alta Bates - Herrick Hospital	1,500
	\$2,142,000
 <u>PUBLIC SECTOR</u>	
State of California	600,000
US Dept of Health & Human Services	450,000
City and County of San Francisco	25,000
Los Angeles County	10,000
Contra Costa County	10,000
Sacramento County	10,000
Kern County	10,000
City of Sacramento	10,000
City of Bakersfield	5,000
City of Santa Monica	5,000
	\$1,135,000
 GRAND TOTAL	 \$3,277,000

NOTE: The San Francisco Foundation acts as fiscal intermediary for the Initiative. Its services are donated as an inkind contribution.

PUBLICATIONS FROM THE CALIFORNIA CHILD CARE INITIATIVE

The California Child Care Resource and Referral Network has produced a series of publications, technical papers and publicity materials through the California Child Care Initiative. Below is a list of the Initiative materials. For information on price and availability, call or write:

California Child Care Resource and Referral Network
c/o Publications
809 Lincoln Way
San Francisco, CA 94122
(415) 661-1714

PROVIDER RECRUITMENT AND TRAINING

Recruitment Brochure - 3-fold brochure with "Open Your Home. And Your Heart." theme. Outlines benefits of becoming a family day care provider and types of assistance available from a resource and referral agency. Space to stamp your agency's name, address and phone number on reverse side.

Recruitment Poster - 11" x 17" matching poster specifically designed to appeal to nurturing motivations of potential family day care providers. Invites: "Become a licensed FAMILY DAY CARE PROVIDER ... we'll show you how!" Space to stamp your agency's name, address and phone number.

Family Day Care Handbook - A comprehensive 322 page anthology of family day care training materials covering start-up, business aspects, parent-provider relations, health and safety, food and nutrition, child development activities and child care resources. 3-ring binder format for easy reference and user expandability (3rd Edition, 1988).

Initiative Training Certificate - A certificate of completion for enrollees in classes, workshops or seminars. Suitable for framing, with gold seal printed with project name and sun logo.

PUBLICITY MATERIALS

California Child Care Initiative Booklet and Brochure - Photo-rich, professionally produced materials which present the background, development and advantages of the Initiative partnership, including the role of resource and referral, family day care and the five part supply building model. Useful as a fundraising and publicity tool for generating and replicating local Initiative-type partnerships.

Joining Hands...Joining Forces Video - A 15 minute professionally produced 1/2" VHS video describing the Initiative model. The role of resource and referral, the five program components and the many benefits to communities and businesses of child care supply building are explained. An excellent educational and fundraising tool to be used with a variety of groups including employers, foundations and government agencies.

INFORMATION PACKETS AND TECHNICAL MANUAL

A Developer's Guide to Child Care - An information packet directed to commercial and residential developers, planners, real estate professionals and child care providers for assessing their options in planning and designing child care services. Covers benefits to developers, feasibility and implementation strategies and examples of developers' child care projects.

Guide to the California Child Care Initiative - A comprehensive technical manual designed for those interested in developing and implementing Initiative modeled projects. Details the history of the Initiative and describes the experiences, lessons learned and successful techniques for developing public/private partnerships and funding mechanisms. Covers program planning and management, and recruiting and training new family day care providers. Appendices include readiness checklist, documentation forms and other information useful for replication of the program.

School-Age Child Care - Getting It Started in Your Community - An information packet targeted to community groups, child care providers and parents, providing a working guide to starting-up a school-age program. Includes start-up protocols, site development, legal issues, model programs, annotated bibliography and resource list.

REPORTS

California Child Care Initiative Year I Report/January 1987 - A comprehensive 140 page narrative and statistical evaluation report of the pilot phase of the Initiative project, a public/private partnership for family day care recruitment and training. Assesses various recruitment, training and technical assistance techniques implemented by the six child care resource and referral agencies piloting the project. Profile of recruits given.

California Child Care Initiative Year II Report/February 1988 - A 60 page progress report covering the second year experiences of the six pilot agencies plus the lessons learned and program adaptations implemented during the expansion phase of the Initiative which added another ten child care resource and referral agencies to the program.

Helping Family Day Care Providers Stay in the Business - Retention Strategies from the California Child Care Initiative - A 50 page report examining reasons and circumstances impacting new providers' decisions to stay in or leave the field. Based on analysis of over 200 follow-up interviews with recruits from the Initiative's pilot year, as well as existing research on turnover and dialogue with family day care experts around the country. Presents both new and tested strategies from the Initiative and other projects for reducing turnover and developing support systems for new and veteran providers.

TECHNICAL PAPERS

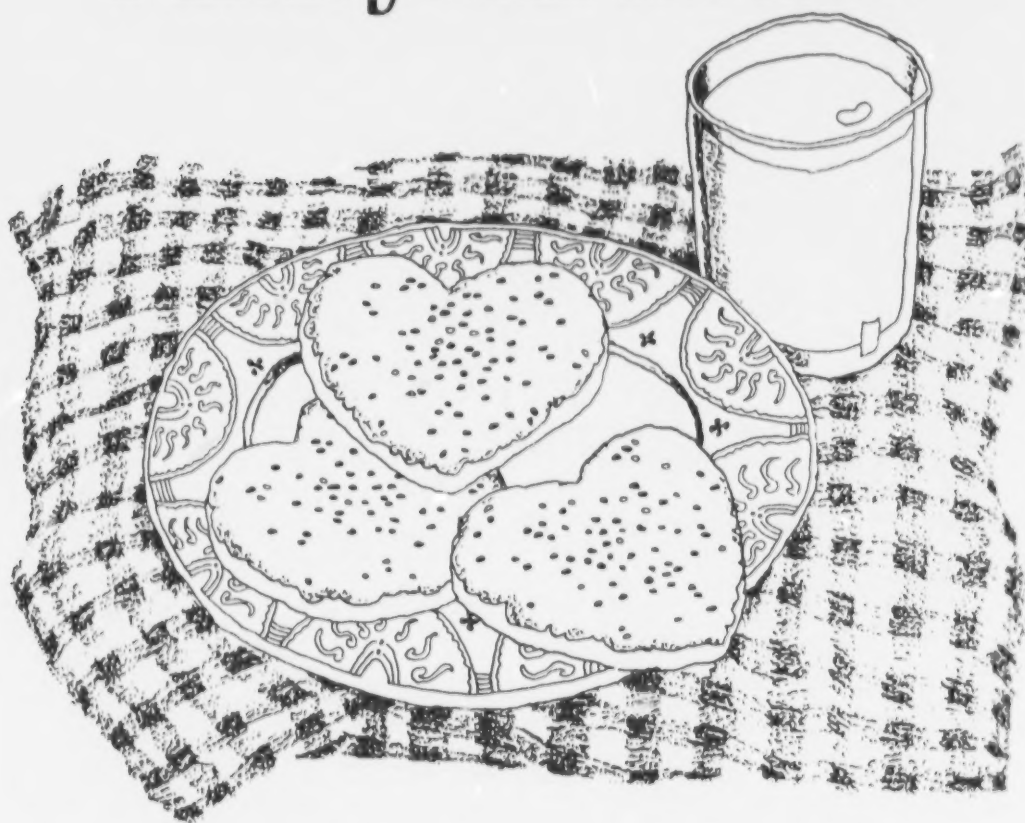
Developed in collaboration with experts at resource and referral agencies in Minnesota and Wisconsin.

Your Role as a Family Day Care Provider Trainer - A paper outlining general training techniques and approaches, with a special emphasis on adult education. (Judy Lindman and Debra Larsson, Child Care Resource and Referral, Inc., Rochester, MN)

Successful Strategies for Recruiting Family Day Care Providers -A paper summarizing the recruitment process, recruitment techniques, incentive programs and development and distribution of recruitment materials. (Resources for Child Caring, Inc., St. Paul, MN)

Child Care Referral Agencies: Their Ongoing Support of Family Day Care - A paper covering the role of child care resource and referral agencies in recruiting, training and supporting providers. (Diane Adams, Community Coordinated Child Care 4-C, Madison, WI)

Open your home. And your heart.



Become a licensed
FAMILY DAY CARE
provider...we'll show you how!

This poster was originally produced as part of the California Child Care Initiative. The initiative is a collaborative private-public sector effort to increase the availability of licensed, quality child care for families in California.
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CALIFORNIA CHILD CARE INITIATIVE

This certifies that _____
has completed _____
_____ on _____



Given by: _____

**LIST OF CALIFORNIA CHILD CARE INITIATIVE FUNDED
RESOURCE AND REFERRAL AGENCIES**

The following twenty child care resource and referral agencies, located in fourteen counties throughout California, have received Initiative funding for an eighteen month or two year period to participate in the California Child Care Initiative Project.

CYCLE A RESOURCE AND REFERRAL AGENCIES

October 1, 1985 - September 30, 1987

Contra Costa Child Care Council
Child Action, Inc. (Sacramento County)
Children's Council of San Francisco
Community Connection for Child Care (Kern County)
Children's Home Society of the Greater Long Beach Area (Los Angeles County)
Connections for Children (Los Angeles County)

CYCLE B RESOURCE AND REFERRAL AGENCIES

February 1, 1987 - January 31, 1989

4C's of Alameda County
BANANAS, Inc. (Alameda County)
Resources for Family Development (Alameda County)
Central Valley Children's Services Network (Fresno County)
Project Care for Children (Marin County)
4C's of San Mateo County
4C's of Sonoma County
Child Care Information Service (Los Angeles County)
Child and Family Services (Los Angeles County)
Crystal Stairs, Inc. (Los Angeles County)

RURAL DEMONSTRATION PROJECT RESOURCE AND REFERRAL AGENCIES

July 1, 1988 - December 31, 1989

Valley Oak Children's Services (Butte County)
Children's Services, Child Care Resource and Referral (Colusa County)
Sierra Nevada Community Services Council (Nevada County)
Siskiyou Child Care Council



California Child
Care Initiative

FAMILY DAY CARE RECRUITMENT AND TRAINING STATISTICS

October 1, 1985 - January 31, 1989

**January 1989
Status Report**

**California Child Care Resource
and Referral Network
809 Lincoln Way
San Francisco, CA 94122**

**CALIFORNIA CHILD CARE INITIATIVE CUMULATIVE
FAMILY DAY CARE RECRUITMENT RESULTS
October 1, 1985 - January 31, 1989**

<u>R&R AGENCY</u>	<u>NEW FAMILY DAY CARE PROVIDERS</u>					<u># OF NEW SPACES*</u>
	<u>License Pending</u>	<u>Licensed</u>	<u>TOTAL</u>	<u>Goal</u>	<u>% of Goal</u>	
<u>CYCLE A, Year I</u> October 1, 1985- September 30, 1986 (5 sites)	42	189	231	192	120%	925
<u>CYCLE A, Year II</u> October 1, 1986- September 30, 1987 (5 sites)	48	208	256	170	151%	1045
<u>CYCLE B, Year I</u> February 1, 1987- January 31, 1988 (10 sites)	124	601	725	478	152%	2955
<u>CYCLE B, Year II</u> February 1, 1988- January 31, 1989 (10 sites)	133	594	727	354	205%	2940
<u>RURAL DEMONSTRATION PROJECT</u> July 1, 1988- December 31, 1988 (4 sites)	31	39	70	78	90%	240
TOTAL	378	1631	2009	1272	158%	8105

Family Day Care Providers counted as part of the Initiative's recruitment results include those new family day care providers residing in an Initiative target area who are both 1) licensed during the project year they participated in and 2) took part in one or more training and/or support services made available to them by resource and referral agency Initiative project staff.

* Based on projected number of providers in business and average enrollment estimates.

CALIFORNIA CHILD CARE INITIATIVE CYCLE B, YEAR I
FAMILY DAY CARE RECRUITMENT RESULTS
 February 1, 1987 - January 31, 1988

<u>R&R AGENCY</u>	<u>NEW FAMILY DAY CARE PROVIDERS</u>					<u># OF NEW SPACES*</u>
	<u>License Pending</u>	<u>Licensed</u>	<u>TOTAL</u>	<u>Goal</u>	<u>% of Goal</u>	
4 C's of Alameda County	9	100	109	60	182%	468
BANANAS, Inc. (Alameda County)	3	64	67	50	134%	294
Resources for Family Development (Alameda County)	27	60	87	50	174%	324
Central Valley Children's Services Network (Fresno County)	6	81	87	40	218%	377
Project Care for Children (Marin County)	6	61	67	40	168%	287
4 C's of San Mateo County	10	45	55	50	110%	223
4 C's of Sonoma County	6	86	92	50	184%	399
Child Care Information Service (Los Angeles County)	20	33	53	50	106%	189
Child and Family Services (Los Angeles County)	5	35	40	40	100%	168
Crystal Stairs, Inc. (Los Angeles County)	32	36	68	48	142%	226
CYCLE B TOTAL	124	601	725	478	152%	2955

* Based on projected number of providers in business and average enrollment estimates.

CALIFORNIA CHILD CARE INITIATIVE, CYCLE B, YEAR II
FAMILY DAY CARE RECRUITMENT RESULTS
 February 1, 1988 - January 31, 1989

R&R AGENCY	NEW FAMILY DAY CARE PROVIDERS					# OF NEW SPACES*
	License Pending	Licensed	TOTAL	Goal	% of Goal	
4 C's of Alameda County	19	76	95	60	158%	380
BANANAS, Inc. (Alameda County)	0	32	32	30	107%	144
Resources for Family Development (Alameda County)	29	94	123	50	246%	480
Central Valley Children's Services Network (Fresno County)	14	58	72	25	288%	289
Project Care for Children (Marin County)	1	39	40	20	200%	178
4 C's of San Mateo County	3	47	50	30	167%	218
4 C's of Sonoma County	19	134	153	50	306%	641
Child Care Information Service (Los Angeles County)	4	35	39	40	98%	166
Child and Family Services (Los Angeles County)	13	33	46	25	184%	175
Crystal Stairs, Inc. (Los Angeles County)	31	46	77	24	321%	269
CYCLE B TOTAL	133	594	727	354	205%	2940

* Based on projected number of providers in business and average enrollment estimates.

CALIFORNIA CHILD CARE INITIATIVE, RURAL DEMONSTRATION PROJECT
FAMILY DAY CARE RECRUITMENT RESULTS
 July 1, 1988 - December 31, 1988

<u>R&R AGENCY</u>	<u>NEW FAMILY DAY CARE PROVIDERS</u>					<u># OF NEW SPACES*</u>
	<u>License Pending</u>	<u>Licensed</u>	<u>TOTAL</u>	<u>Goal</u>	<u>% of Goal</u>	
Valley Oak Children's Services (Butte County)	8	20	28	20	140%	106
Children's Services, Child Care R&R (Colusa County)	3	3	6	20	30%	21
Sierra Nevada Community Services Council (Nevada County)	9	9	18	20	90%	59
Siskiyou Child Care Council	11	7	18	18	100%	54
RURAL DEMONSTRATION PROJECT TOTAL	31	39	70	78	90%	240

* Based on projected number of providers in business and average enrollment estimates.

**CALIFORNIA CHILD CARE INITIATIVE CUMULATIVE
FAMILY DAY CARE TRAINING RESULTS
October 1, 1985 - January 31, 1989**

	Family Day Care Training Classes*		Family Day Care Startup/Orientation Workshops		Other Workshops		TOTAL	
	# of Classes	# of Attendees	# of Workshops	# of Attendees	# of Workshops	# of Attendees	# of Trainings	# of Attendees
<u>CYCLE A, YEAR I</u> (5 sites) October 1, 1985 - September 30, 1986	29	581	14	130	18	298	61	1009
<u>CYCLE A, YEAR II</u> (5 sites) October 1, 1986 - September 30, 1987	22	472	27	235	52	1105	101	1812
<u>CYCLE B, YEAR I</u> (10 sites) February 1, 1987 - January 31, 1988	44	647	99	666	75	939	218	2252
<u>CYCLE B, Year II</u> (10 sites) February 1, 1988 - January 31, 1989	58	994	120	1053	84	1444	262	3491
<u>RURAL DEMONSTRATION PROJECT</u> (4 sites) July 1, 1988 - December 31, 1988	1	14	13	89	7	133	21	236

TOTAL	154	2708	273	2173	236	3919	663	8800
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* 2 or more sessions; covers variety of topics

CALIFORNIA CHILD CARE INITIATIVE CYCLE B, YEAR II
FAMILY DAY CARE TRAINING RESULTS
 February 1, 1988 - January 31, 1989

	Family Day Care Training Classes*		Family Day Care Startup/Orientation Workshops		Other Workshops		TOTAL	
	# of Classes	# of Attendees	# of Workshops	# of Attendees	# of Workshops	# of Attendees	# of Trainings	# of Attendees
4 C's of Alameda County	2	84	12	50	6	39	20	173
BANANAS, Inc. (Alameda County)	4	55	24	459	3	78	31	592
Resources for Family Development (Alameda County)	16	193	0	0	0	0	16	193
Central Valley Children's Services Network (Fresno County)	5	90	0	0	13	276	18	366
Project Care for Children (Marin County)	5	110	31	202	14	194	50	506
4 C's of San Mateo County	10	134	0	0	8	165	18	299
4 C's of Sonoma County	1	21	29	98	12	272	42	391
Child Care Information Service (Los Angeles County)	7	118	22	218	8	97	37	433
Child and Family Services (Los Angeles County)	4	104	2	26	12	142	18	272
Crystal Stairs, Inc. (Los Angeles County)	4	85	0	0	8	181	12	266
CYCLE B TOTAL	58	994	120	1053	84	1444	262	3491

* 2 or more sessions; covers variety of topics

CALIFORNIA CHILD CARE INITIATIVE, RURAL DEMONSTRATION PROJECT
FAMILY DAY CARE TRAINING RESULTS

July 1, 1988 - December 31, 1988

Appendix H

	Family Day Care Training Classes*		Family Day Care Startup/Orientation Workshops		Other Workshops		TOTAL	
	# of Classes	# of Attendees	# of Workshops	# of Attendees	# of Workshops	# of Attendees	# of Trainings	# of Attendees
Valley Oak Children's Services (Butte County)	0	0	6	39	4	68	10	107
Children's Services, Child Care R&R (Colusa County)	1	14	1	5	0	0	2	19
Sierra Nevada Community Services Council (Nevada County)	0	0	5	28	3	65	8	93
Siskiyou Child Care Council	0	0	1	17	0	0	1	17
RURAL DEMONSTRATION PROJECT TOTAL	1	14	13	89	7	133	21	236

* 2 or more sessions; covers variety of topics

CALIFORNIA LEGISLATURE—1989-90 REGULAR SESSION

ASSEMBLY BILL

No. 811

Introduced by Assembly Member La Follette

February 22, 1989

An act to amend Section 8215 of the Education Code, and to amend Section 2 of Chapter 462 of the Statutes of 1987, relating to child care.

LEGISLATIVE COUNSEL'S DIGEST

AB 811, as introduced, La Follette. Child Care Initiative Project.

Existing law establishes a 3-year pilot project known as the California Child Care Initiative Project, whose objective is to increase the availability of quality child care programs in the state. Existing law requires the Superintendent of Public Instruction to allocate all state funds appropriated for the project for the purpose of making grants to those child care resource and referral agencies that have been selected as pilot sites for the project. Existing law requires the project to ensure that each dollar of state funds is matched by \$4 from other sources, including private corporations, the federal government, or a local government. Under existing law, these provisions will become inoperative on June 30, 1990, and will be repealed as of January 1, 1991.

This bill would extend the project through the 1994-95 fiscal year and would require the project to ensure that each dollar of state funds is matched by \$2, rather than \$4, from other sources. This bill would make these provisions inoperative on June 30, 1995, and would repeal them as of January 1, 1996.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.

AB 811

— 2 —

The people of the State of California do enact as follows:

1 SECTION 1. Section 8215 of the Education Code is
2 amended to read:

3 8215. (a) There is hereby established a ~~three-year~~
4 ~~pilot~~ five-year project known as the California Child Care
5 Initiative Project. It is the intent of the Legislature to
6 promote and foster the project in cooperation with
7 private corporations and local governments. The
8 objective of the project is to increase the availability of
9 quality child care programs in the state.

10 (b) For purposes of this section, the California Child
11 Care Initiative Project means a ~~demonstration~~ project to
12 expand the role and functions of selected resource and
13 referral agencies in activities including needs assessment,
14 recruitment and screening of providers, technical
15 assistance, and staff development and training, in order
16 to aid communities in increasing their capability in the
17 number of child care spaces available and the quality of
18 child care services offered.

19 (c) The Superintendent of Public Instruction shall
20 allocate all state funds appropriated for the California
21 Child Care Initiative Project for the purpose of making
22 grants to those child care resource and referral agencies
23 that have been selected as pilot sites for the project.

24 (d) The project shall ensure that each dollar of state
25 funds allocated pursuant to subdivision (c) is matched by
26 ~~four~~ two dollars ~~(\$1)~~ (\$2) from other sources, including
27 private corporations, the federal government, or a local
28 government.

29 (e) The grants to the ~~pilot~~ sites made available by the
30 project shall be comprised of a combination of state funds
31 and other funds pursuant to subdivision (d).

32 (f) The Superintendent of Public Instruction shall
33 develop a data base for the project.

34 (g) The California Child Care Resource and Referral
35 Network, in consultation with the Office of the
36 Legislative Analyst and the State Department of
37 Education, shall evaluate the California Child Care
38 Initiative Project. The evaluation shall be submitted to

— 3 —

AB 811

1 the appropriate policy and fiscal committees of the
2 Legislature on or before March 1, 1990.

3 The evaluation of the project shall address, but need
4 not be limited to, the following:

5 (1) The characteristics of the project and its data base.

6 (2) The effectiveness of the project in attaining its
7 legislative goals and purposes.

8 (3) The appropriateness of the funding allocation
9 mechanism.

10 (4) The appropriateness of amounts spent to
11 administer the project.

12 (5) The extent to which the services provided by the
13 project are duplicative of other state or local services.

14 (6) The extent to which there is a need to expand the
15 project on a statewide basis.

16 (h) This section shall become inoperative on June 30,
17 ~~1990~~ 1995, and, as of January 1, ~~1991~~ 1996, is repealed,
18 unless a later enacted statute, which becomes effective
19 on or before January 1, ~~1991~~ 1996, deletes or extends the
20 dates on which it becomes inoperative and is repealed.

21 SEC. 2. Section 2 of Chapter 462 of the Statutes of
22 1987 is amended to read:

23 Sec. 2. It is the intent of the Legislature that the
24 California Child Care Initiative Project established by
25 this act shall be funded through the annual Budget Act
26 for the ~~1987/88, 1988/89, and 1989/90~~ 1990-91, 1991-92,
27 1992-93, 1993-94, and 1994-95 fiscal years.

O



California Child
Care Initiative

TELEPHONE CONTACT FORM
INCOMING CALLS

Appendix J

R&R AGENCY: _____

Date: _____ Initials: _____

TYPE CONTACT

1 ☐ FDC Potential

4 ☐ Media

2 ☐ FDC Existing

5 ☐ Other: _____

3 ☐ DSS-CCL

Name: _____ Phone: _____

Address: _____

City: _____ Zip: _____

TOPICS COVERED

1 ☐ General Info. about CCIP
Program/Services

9 ☐ Environment & Set-up

2 ☐ Start-up

10 ☐ Food & Nutrition

3 ☐ Licensing/Regulations

11 ☐ Curriculum & Activities

4 ☐ Marketing/Enrolling Kids

12 ☐ Child Development/Behavior

5 ☐ Business Aspects

13 ☐ R&R Agency Resources

6 ☐ Insurance

14 ☐ Community Resources

7 ☐ Parent/Provider Relations

15 ☐ Other: _____

8 ☐ Health & Safety

ACTIONS & COMMENTS:

Form: A-2

CALIFORNIA CHILD CARE INITIATIVE

Outreach & Site Visit Form

Instructions: Fill-in all information requested below for meetings, community outreach activities or CCIP Recruit Site Visits. Use only one form for each event/activity regardless of the number of staff attending. DO NOT USE THIS FORM FOR CCIP OR NETWORK SPONSORED ORIENTATIONS OR TRAININGS.

R&R Agency: _____

Date: _____ Initials: _____

TYPE OF OUTREACH (Check one response below)

- | | |
|---|---|
| 1 ☐ Meeting | 5 ☐ Home Visit-CCIP FDC Recruit/Pot. Recruit |
| 2 ☐ Workshop | 6 ☐ Site Visit-Child Care Center/Otr. Prgm. |
| 3 ☐ Other Training | 7 ☐ Media Event or Program |
| 4 ☐ Conference | 8 ☐ OTHER Outreach Activity: _____ |

PURPOSE & AUDIENCE Briefly describe below:

ACTIVITIES (Check all that apply)

- ☐ Distribute CCIP Brochures
☐ Distribute CCIP Posters
☐ Distribute other project materials
☐ Make CCIP Presentation
☐ OTHER: Describe _____

COMMENTS/ACTION TAKEN

Network Use Only: Year 1 Year 2

R&R Agency

CCCIP Target Area

GENERAL INFORMATION

DATE First Contact: Mo. Day Yr.

NAME LAST FIRST

ADDRESS

CITY ZIP

PHONE ()

HOW HEARD ABOUT CCCIP (check all that apply) Fill-in:

- ☐ DSS Licensing Mtg. ☐ CCCIP Poster
☐ Community College ☐ CCCIP Brochure
☐ Friend/Neighbor ☐ Mailing
☐ FDCP or FDC Assn. ☐ Radio
☐ R&R Agency ☐ TV
☐ Newspaper
☐ Newsletter
☐ Other

CALIFORNIA CHILD CARE INITIATIVE
Provider Record

SERVICES		DATES (Month/Day/Year)		
☒	Technical Asst.-Telephone	1.	2.	3.
☐	Technical Asst.-Office Visit	1.	2.	3.
☐	Home Visit(s)	1.	2.	3.
☐	Use Toy or Equipment Loan	1.	2.	3.

LICENSING/ENROLLMENT/MEMBERSHIP		Date	☒	CCCIP INCENTIVES	Date
☒	Attend DSS Licensing Mtg		☐	Stipend-Child Care	
☐	License Application Pending		☐	Stipend-Transportation	
☐	LICENSED (0)		☐	Stipend-Tuition/Regis.	
☐	Added to R&R File		☐	FDC Handbook	
☐	Begin caring for 1 or > Kids		☐	DONATION-Toys/Equip.	
☐	Join FDC Association		☐	DONATION-Books/Materials	
☐	Join Child Care Food Program		☐	CCCIP Training Certificate	
			☐	Other	

WORKSHOP & TRAINING RECORD - CCCIP/R&R/Community

IF CCCIP CLASS - 1 or More Sessions

Title	Date(s) & Time(s)	Type	Sponsor(s)	** Credit	Total # of Hours	# Hours Attended	# Hours Attended

Form No. C-1

*For Network Use Only

** Credit Codes

N/A = not an accredited training
 0 = accredited class; no credit taken
 # = accredited class; fill-in # credits received

Appendix J

CALIFORNIA CHILD CARE RESOURCE AND REFERRAL NETWORK
CALIFORNIA CHILD CARE INITIATIVE

FAMILY DAY CARE RECRUIT PROFILE

Appendix J

R&R AGENCY _____

1	2
---	---

ID#	3	4	5
-----	---	---	---

(INTRODUCTION)

Good morning/afternoon. This is _____ from _____. This year you have been a participant in our Family Day Care Recruitment and Training Project. I'm calling today to conduct a brief interview to find out how effective this project has been. We are very interested in your opinions about being a family day care provider and your previous child care experience. The interview takes about ten minutes to complete over the telephone, and all your responses are confidential.

(IF CALL BACK IS NECESSARY, WRITE DATE AND TIME ON INTERVIEWER CONTACT RECORD BELOW)

To begin the interview, I would like to make sure we have your correct address and zip code.

PROVIDER NAME _____

ADDRESS _____

CITY _____ ZIP

6	7	8	9	10
---	---	---	---	----

TELEPHONE () _____

INTERVIEWER CONTACT RECORD

Initials	Date	Time	Result Code

RESULT CODES

- 1 = No answer (3 attempts)
- 2 = Number not in service/
No forwarding number/
Moved
- 3 = Incorrect phone number
- 4 = Appointment made
- 5 = Interview completed
- 6 = Interview refused
- 7 = Other reason for non-interview (Specify: _____)

Comments on Result Code: _____

Final Result

--

11

- 1) I would like to know why you are interested in being a family day care provider. I'm going to read some statements, and I'd like you to tell me how important each one is in your decision to become a provider.

(READ EACH STATEMENT AND REPEAT AFTER EACH ONE: "Is this Very Important, Somewhat Important, Not Very Important, or Not At All Important." CIRCLE ONE CATEGORY FOR EACH STATEMENT. IF NOT APPLICABLE, CIRCLE 4.)

	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT VERY IMPORTANT	NOT AT ALL IMPORTANT	
a. Being at home with my children	1	2	3	4	☐ 12
b. Having playmates for my own children	1	2	3	4	☐ 13
c. Just being around children	1	2	3	4	☐ 14
d. Earning a little extra money	1	2	3	4	☐ 15
e. Needing to earn an income	1	2	3	4	☐ 16
f. Realizing there is a great unmet need for child care providers in our community	1	2	3	4	☐ 17
g. Helping mothers who need child care	1	2	3	4	☐ 18
h. Improving my understanding of children	1	2	3	4	☐ 19
i. Starting a child care program in my home	1	2	3	4	☐ 20

Appendix J

- 2) Have I missed anything that you feel is important in your decision to be a family day care provider?

YES WRITE RESPONSE BELOW

NO GO TO Q3

- 3) Next I would like to know a little about your experiences caring for children before your participation in our recruitment and training project.

- 3a) How regularly did you care for children other than your own in your home?

(READ ALL CATEGORIES AND CIRCLE CATEGORY THAT BEST FITS RESPONSE)

Full-time on a regular basis.....1

Part-time on a regular basis.....2

Occasionally.....3

Rarely or Never.....4

- 3b) How many children other than your own did you usually care for at a time? _____

- 3c) Were you licensed or registered to provide this care?

YES.....1

NO.....2

- 4) How many children other than your own would you like to be caring for in your family day care home? _____

- 5) Next I would like to know about your work experience before your decision to become a family day care provider.

- 5a) What has been your work situation in the past year?

(READ ALL CATEGORIES AND CIRCLE CATEGORY THAT BEST FITS RESPONSE)

Worked outside the home full-time . . . ASK Q5b.....1

Worked outside the home part-time . . . ASK Q5b.....2

Worked as a homemaker full-time . . . GO TO Q5c.....3

Other (EXPLAIN: _____) . . . ASK Q5b.....4

- 5b) What kind of job did you have? _____

- 5c) Have you ever had any of the following kinds of paid or volunteer experience working directly with children?

(READ EACH CATEGORY AND CIRCLE CODE FOR YES OR NO)

	YES	NO
Teacher or aide in a child care center or preschool	1	2
Teacher or aide in an elementary, middle, or high school	1	2
Nurse or nurse's aide in pediatric care	1	2
Camp counselor	1	2
Babysitter in someone else's home full or part-time	1	2

☐ ☐
21 22

☐
23

☐ ☐
24 25

☐
26

☐ ☐
27 28

☐
29

☐ ☐
30 31

☐ 32
☐ 33
☐ 34
☐ 35
☐ 36

- 6) Have you ever had any of the following kinds of training in child care or child development before you participated in our recruitment and training project?

(READ EACH CATEGORY AND CIRCLE CODE FOR YES OR NO)

	YES	NO
Courses in high school or vocational school	1	2
Courses at a junior college or community college	1	2
Courses at a 4-year college	1	2
Parenting classes	1	2
Other workshops in the community (EXPLAIN: _____)	1	2

☐ 37
☐ 38
☐ 39
☐ 40
☐ 41

- 7) The last few questions ask about you and your family. Please remember that this information is confidential.

7a) How many of your own children are currently living at home? _____

(IF Q7a IS ONE OR MORE, ASK Q7b. IF NONE OR NOT APPLICABLE, GO TO Q8)

7b) How old are they? _____
 (WRITE AGE(S) ON THIS LINE)

☐
 42

(DO NOT WRITE IN THIS BOX)		
	YES	NO
LESS THAN 1 YR.	1	2
1 - 2 YRS.	1	2
3 - 5 YRS.	1	2
6 - 8 YRS.	1	2
9 - 11 YRS.	1	2
12 - 14 YRS.	1	2
15 - 17 YRS.	1	2
18 OR MORE YRS.	1	2

☐ 43
☐ 44
☐ 45
☐ 46
☐ 47
☐ 48
☐ 49
☐ 50

- 8) How old are you?

(CIRCLE CATEGORY THAT FITS RESPONSE)

UNDER 21 YRS..... 1
 21 - 25 YRS..... 2
 26 - 35 YRS..... 3
 36 - 45 YRS..... 4
 46 - 55 YRS..... 5
 56 - 65 YRS..... 6
 OVER 65 YRS..... 7

☐ 51

- 9) Are you currently married?

YES ASK Q9a..... 1
 NO GO TO Q10..... 2

☐ 52

- 9a) Is your spouse currently employed?

YES..... 1
 NO..... 2

☐ 53

10) What is your ethnic background?

(CIRCLE CATEGORY THAT FITS RESPONSE)

- WHITE..... 1
- BLACK..... 2
- HISPANIC..... 3
- ASIAN..... 4
- NATIVE AMERICAN..... 5
- OTHER (SPECIFY _____)..... 6

☐ 54

11) What was the last year of school you completed?

(CIRCLE CATEGORY THAT BEST FITS RESPONSE)

- SOME HIGH SCHOOL OR LESS..... 1
- HIGH SCHOOL OR GED..... 2
- VOCATIONAL OR TECHNICAL SCHOOL..... 3
- SOME COLLEGE OR JUNIOR/COMMUNITY..... 4
- COLLEGE..... 5
- 4-YEAR COLLEGE DEGREE..... 6
- SOME GRADUATE SCHOOL..... 7
- GRADUATE DEGREE..... 8

☐ 55

12) For this last question I'm going to read some income ranges. I would like you to tell me to stop at the one that comes closest to the gross annual income of your household at this time. By household, I mean the people with whom you share income and family responsibilities.

☐ 56

(READ CATEGORIES UNTIL REACH RESPONSE. CIRCLE THAT CATEGORY)

- Under \$10,000..... 1
- \$10,000 to \$14,999..... 2
- \$15,000 to \$19,999..... 3
- \$20,000 to \$24,999..... 4
- \$25,000 to \$29,999..... 5
- \$30,000 to \$34,999..... 6
- \$35,000 to \$39,999..... 7
- \$40,000 to \$49,999..... 8
- \$50,000 or more..... 9

13) This is the end of the interview. Do you have any additional comments?

Thank you very much for taking the time to answer our questions. This information will help us to know how effective our recruitment and training project has been in our community.

INTERVIEWER SIGNATURE: _____

CALIFORNIA CHILD CARE RESOURCE AND REFERRAL NETWORK

Appendix J

CALIFORNIA CHILD CARE INITIATIVE

JULY 1987

FAMILY DAY CARE RETENTION SURVEY

CYCLE A - YEAR 1 RECRUITS

R & R AGENCY _____

ID #

☐ ☐ ☐ ☐
1 2 3 4

(INTRODUCTION)

Good morning/afternoon. This is _____ from _____.
I am calling today to talk with you because you have been a participant in our Family Day Care Recruitment and Training Project. We are interested in your comments about your family day care program and about the types of assistance you received from us which have been most helpful. The interview takes about ten minutes to complete over the telephone. If now is not a convenient time, I can call later.

(IF CALL BACK IS NECESSARY, WRITE DATE AND TIME ON INTERVIEWER CONTACT RECORD BELOW)

To begin the interview, I would like to make sure we have your correct address and zip code.

PROVIDER NAME _____

ADDRESS _____

CITY _____ ZIP CODE ☐ ☐ ☐ ☐ ☐

5 6 7 8 9

TELEPHONE () _____

INTERVIEWER CONTACT RECORD

Initials	Date	Time	Result Code

Final Result ☐
10

RESULT CODES

- 1 = No answer (3 attempts)
- 2 = Number not in service/No forwarding number
- 3 = Incorrect phone number
- 4 = Appointment made

- 5 = Interview conducted
- 6 = Interview refused
- 7 = Other reason for non-interview
(Specify: _____)

Comments on Result Code: _____

Appendix J

- 1) Are you currently licensed to do family day care?
(CIRCLE CODE FOR YES OR NO)

YES.....GO TO Q 2.....1

NO.....GO TO Q 1a.....2

- 1a) Is your license application pending at this time?
(CIRCLE CODE FOR YES OR NO)

YES...END INTERVIEW FOR THESE RECRUITS...1

NO...END INTERVIEW FOR THESE RECRUITS...2

- 2) How many child care spaces are you currently licensed for? _____

- 3) Are you currently caring for children other than your own?
(CIRCLE CODE FOR YES OR NO)

YES.....GO TO Q 4.....1

NO.....GO TO Q 3a.....2

- 3a) Why aren't you currently caring for children?
(WRITE ANSWER BELOW)

FOR NETWORK USE ONLY. DO NOT CODE	
	YES NO
Trying to enroll children/no success.....1	2
Moved/in process of moving.....1	2
House under renovation.....1	2
Working/seeking work outside home.....1	2
Personal or family reasons.....1	2
.....1	2
.....1	2
.....1	2

- 3b) Do you plan to start or resume your family day care business
within the next year? (CIRCLE CODE FOR YES, NO OR DON'T KNOW)

YES.....END INTERVIEW FOR THESE RECRUITS.....1

NO.....END INTERVIEW FOR THESE RECRUITS.....2

DON'T KNOW....END INTERVIEW FOR THESE RECRUITS...8

- 4) How many of your own children age 12 years or younger are currently
living at home? _____

- 5) How many children are currently in care at your family day care
home? Please include your own children age 12 years and younger
who live at home. _____

5a) How many of these children are under 2 years old? _____

5b) How many of these children are 2 through 5 years old? _____

5c) How many of these children are 6 years and older? _____

☐ 11

☐ 12

☐ 13 ☐ 14

☐ 15

☐ 16

☐ 17

☐ 18

☐ 19

☐ 20

☐ 21

☐ 22

☐ 23

☐ 24

☐ ☐ 25 26

☐ ☐ 27 28

☐ ☐ 29 30

☐ ☐ 31 32

☐ ☐ 33 34

- 6) Do you currently have any openings in your day care home?
(CIRCLE CODE FOR YES OR NO)

YES.....1

NO.....2

☐ 35

- 7) What are the youngest and oldest age children you are willing
to care for?

YOUNGEST.....YEARS _____ MONTHS _____

OLDEST.....YEARS _____ MONTHS _____

☐ ☐

36 37 38 39

☐ ☐

40 41 42 43

- 8) Do you offer the following child care arrangements on a regular basis?
(READ EACH STATEMENT AND CIRCLE CODE FOR YES OR NO)

YES NO

8a) Full time care for children under 6 years?
By full time care I mean 35 or more hours per week.....1 2

☐ 44

8b) Part time care for children under 6 years?
By part time I mean less than 35 hours per week.....1 2

☐ 45

8c) Care for children 6 years and older during the
school year? 1 2

☐ 46

8d) Full time care for children 6 years and older during
summer, holidays, or other times when school is not
in session?.....1 2

☐ 47

- 9) Have you ever used any of the following methods for finding children
to care for? (READ EACH CATEGORY AND CIRCLE CODE FOR YES OR NO)

YES NO

9a) Fliers in the community.....1 2

☐ 48

9b) Ads in newspapers or newsletters.....1 2

☐ 49

9c) Referrals from parents of the children you have
cared for.....1 2

☐ 50

9d) Referrals from (name of R & R).....1 2

☐ 51

9e) Family Day Care Association members.....1 2

☐ 52

- 10) We are interested in your opinions on the kinds of assistance that are
most helpful to being a family day care provider. You may have
received this assistance as part of our project. Or you may have liked
to have received it. Please tell me how helpful you consider each of
the following types of assistance to be.
(READ EACH STATEMENT AND REPEAT AFTER EACH ONE: "Is this Very Helpful,
Somewhat Helpful, Not Very Helpful, or Not At All Helpful." (CIRCLE ONE
CATEGORY FOR EACH STATEMENT.)

	VERY HELPFUL	SOMEWHAT HELPFUL	NOT VERY HELPFUL	NOT AT ALL HELPFUL	
10a) Resource library of books, training manuals and films or videos at the Resource and Referral Office.	1	2	3	4	☐ 53
10b) Lending Library of Toys and Equipment at the Resource and Referral Office.	1	2	3	4	☐ 54
10c) Discount buying arrangement for supplies, materials and toys.	1	2	3	4	☐ 55
10d) Person to call for help with problems or questions.	1	2	3	4	☐ 56

(QUESTION 10 CONTINUED ON NEXT PAGE -- PAGE 4)

Appendix J

(QUESTION 10 - CONTINUED FROM PAGE 3)

	VERY HELPFUL	SOMEWHAT HELPFUL	NOT VERY HELPFUL	NOT AT ALL HELPFUL	
10) continued:					
10e) Person to come to my home to help with problems and questions.	1	2	3	4	☐ 57
10f) Person to come to my home to do special activities with the children.	1	2	3	4	☐ 58
10g) Opportunities to meet and discuss ideas with other providers.	1	2	3	4	☐ 59
10h) Substitute caregiver when I need one for emergencies, illness or appointments.	1	2	3	4	☐ 60
11) Have I missed something you feel would be helpful in your job as a family day care provider? (WRITE RESPONSE OR CIRCLE CODE FOR NO)					☐ 61
YES...WRITE RESPONSE BELOW					☐ 62
NO.....97					

12) Are you currently a member of a local or state Family Day Care Association? (CIRCLE CODE FOR YES OR NO)					☐
YES.....1					☐ 63
NO.....2					
13) Do you currently participate in the Child Care Food Program? (CIRCLE CODE FOR YES OR NO)					☐
YES.....1					☐ 64
NO.....2					
14) This is the end of the interview. Do you have any additional comments?					

Thank you very much for taking the time to answer our questions. This information will help us to know how helpful our recruitment and training project has been in our community.

INTERVIEWER SIGNATURE _____

CALIFORNIA CHILD CARE INITIATIVE
Fiscal Report

R & R Agency: _____
 Contact Person: _____ Project Budget: \$ _____
 Funding Year: _____ Quarterly Report Period: _____
 Cycle: _____

PERSONNEL	12 mo. Budget	EXPENSES: CURRENT QUARTER	EXPENSES: YEAR TO DATE	BALANCE
<u>Regular Staff Salaries</u>				
(%) \$ _____	\$ _____	\$ _____	\$ _____	\$ _____
(%) \$ _____	\$ _____	\$ _____	\$ _____	\$ _____
(%) \$ _____	\$ _____	\$ _____	\$ _____	\$ _____
(%) \$ _____	\$ _____	\$ _____	\$ _____	\$ _____
(%) \$ _____	\$ _____	\$ _____	\$ _____	\$ _____
(%) \$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Subtotal Regular Staff Salaries	\$ _____	\$ _____	\$ _____	\$ _____
<u>Fringe Benefits</u>	\$ _____	\$ _____	\$ _____	\$ _____
<u>Contract Staff Salaries</u>				
(%) \$ _____	\$ _____	\$ _____	\$ _____	\$ _____
(%) \$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Subtotal Contract Staff Salaries	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL PERSONNEL	\$ _____	\$ _____	\$ _____	\$ _____
NON-PERSONNEL				
Rent	\$ _____	\$ _____	\$ _____	\$ _____
Utilities	\$ _____	\$ _____	\$ _____	\$ _____
Telephone	\$ _____	\$ _____	\$ _____	\$ _____
Duplicating	\$ _____	\$ _____	\$ _____	\$ _____
Office supplies	\$ _____	\$ _____	\$ _____	\$ _____
Office equipment	\$ _____	\$ _____	\$ _____	\$ _____
Postage	\$ _____	\$ _____	\$ _____	\$ _____
Travel	\$ _____	\$ _____	\$ _____	\$ _____
Audit	\$ _____	\$ _____	\$ _____	\$ _____
Insurance	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL NON-PERSONNEL	\$ _____	\$ _____	\$ _____	\$ _____
OTHER				
_____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL OTHER	\$ _____	\$ _____	\$ _____	\$ _____
GRAND TOTAL	\$ _____	\$ _____	\$ _____	\$ _____

Form No. E-1

R&R AGENCY:

Appendix 3

Keep this as a running list throughout the 18 month grant period. Each quarterly report period you will be requested to xerox the cumulative list in its entirety and send it to the Network office.

102



California Child Care Resource and Referral Network

Statistical Service Report

Report Period

Rural Demonstration Project

R&R Agency: _____

Name of Person Completing This Form: _____

Date: _____

Instructions

Fill in the information requested for the report period designated above. Data are tabulated from the following records:

- o Telephone Contact Form (A-3)
- o Outreach and Site Visit Form (B-1)
- o CCIP Training Attendance Sheets
- o CCIP Provider Record (C-1)
- o List of Pending or Licensed CCIP Recruits (7/88)

Return to: California Child Care Resource and Referral Network
809 Lincoln Way
San Francisco, CA 94122

By: _____

Form No. H-3

Appendix J

I. CCIP REQUESTS FOR SERVICE OR INFORMATION

TABULATE THE FOLLOWING INFORMATION FROM YOUR "TELEPHONE CONTACT FORMS"
(A-2)

A. Type Contact

Tally and list below the number of contacts for service or information by counting the number of times each code number is recorded in the "TYPE CONTACT" section of the Telephone Contact Forms. Please total the number of contacts and enter it below. Each contact can have only one code number.

<u>Code</u>	<u>#</u>	<u>Type of Contact</u>
1.	_____	FDC Potential
2.	_____	FDC Existing
3.	_____	DSS-CCL
4.	_____	Media
5.	_____	Other
	_____	TOTAL # of Contacts

B. Topics Covered

Tally and list below the topics covered by counting the number of times each code is recorded in the "TOPICS COVERED" section of the telephone contact forms. More than one topic can be counted for each contact.

<u>Code</u>	<u>#</u>	<u>Topics Covered</u>
1.	_____	General Info. about CCIP Program/Services
2.	_____	Start-up
3.	_____	Licensing/Regulations
4.	_____	Marketing/Enrolling Kids
5.	_____	Business Aspects
6.	_____	Insurance
7.	_____	Parent/Provider Relations
8.	_____	Health & Safety
9.	_____	Environment & Set-up
10.	_____	Food & Nutrition
11.	_____	Curriculum & Activities
12.	_____	Child Development/Behavior
13.	_____	R&R Agency Resources
14.	_____	Community Resources
15.	_____	Other

Appendix J

II. CCIP OUTREACH ACTIVITIES AND SITE VISITS

TABULATE THE FOLLOWING INFORMATION FROM YOUR "OUTREACH AND SITE VISIT" FORMS (B-1)

A. Type of CCIP Outreach

Tally and list below the number of times each outreach activity is checked off under the "Type Outreach" section on your "Outreach and Site Visit" forms. Please total the number of these outreach activities and enter below. Do not count a single outreach activity more than one time, regardless of how many staff participated. Each activity can have only one code number (Ex. the same meeting cannot be counted as both Code 1. and Code 3. Select the most appropriate code number.)

<u>Code</u>	<u>#</u>	<u>Type of Outreach</u>
1.	_____	Meeting
2.	_____	Workshop*
3.	_____	Other Training*
4.	_____	Conference
5.	_____	Home Visit - CCIP FDC Recruit/Potential Recruit
6.	_____	Site Visit - Child Care Center/Other Program
7.	_____	Media Event or Program
8.	_____	OTHER Outreach Activity
	_____	TOTAL # CCIP OUTREACH ACTIVITIES

* Do not include provider training classes, workshops or conferences organized by your project for CCIP recruits or existing providers.

B. Activities

Tally and list below the number of outreach events where CCIP materials were distributed and/or CCIP presentations were made by counting the number of times each activity is checked off under the "Activities" section on your "Outreach and Site Visit" forms. You should be recording only those distributions and/or presentations which took place during one of the outreach activities documented on this form.

<u>#</u>	<u>Activities</u>
_____	Distribute CCIP Brochures
_____	Distribute CCIP Posters
_____	Distribute other project materials
_____	Make CCIP presentation
_____	OTHER

III. CCIP START-UP MEETINGS, TRAININGS AND WORKSHOPS

TALLY AND RECORD THE FOLLOWING INFORMATION/DATA FROM YOUR ATTENDANCE SIGN-IN SHEETS FOR CCIP SPONSORED START-UP MEETINGS, TRAININGS AND WORKSHOPS

A. CCIP Start-up Meetings

Tally and list information for each CCIP Start-up Meeting offered during the report period. A start-up meeting is offered specifically for potential recruits, and is organized and presented by CCIP and/or R&R staff. If your start-up session is part of a series of two or more workshops, please list as part of a class under IIB CCIP Training. DO NOT LIST DSS Licensing Orientation meetings. Add up the number of persons attending all CCIP start-up meetings (excluding staff) and enter the total below.

<u>Date</u>	<u>Time</u>	<u># Attending</u>
-------------	-------------	--------------------

TOTAL # ATTENDING _____

Appendix J

B. CCIP Training

CCIP Training consists of two or more sessions over a period of time, covering a set of related topics. Provide the following information below for each CCIP Training that was completed* during this report period:

- o Make sure to give a description along with the title of the training.
- o Provide a summary of date(s), day(s) and time(s) (e.g. 6/8-6/29/88, Wed. eves, 7-9:30pm).
- o Column (1) # Persons Enrolled - count each person who attends one or more sessions in the series; count each person only one time.
- o Columns (2)-(4) # Persons Completing 100%/50-99%/<50% of hrs. - count each person only once in column 2,3 or 4 per the % of hours attended in the series. The totals of columns 2,3 and 4 combined should equal the # of persons enrolled in column 1.

Title & Brief Description	Date(s) Day(s) Time(s)	(1) # PERSONS ENROLLED**	# Persons Completing		
			(2)	(3)	(4)
			100% of hrs.	50-99% of hrs.	<50% of hrs.
TOTAL					

* If the training crosses over two report periods, do not report any data until the series is completed.

** Attends at least one session in the class. Count each person only one time, regardless of how many sessions were attended.

C. CCIP Workshop

Tally and list below information on each CCIP sponsored Workshop during this report period. A Workshop consists of one session covering a specific topic. Add up the number of persons attending all workshops and enter the total below.

<u>Title & Brief Description</u>	<u>Date</u>	<u>Hours</u>	<u># Attending</u>
--------------------------------------	-------------	--------------	--------------------

TOTAL # ATTENDING _____

Appendix J

IV. CCIP RECRUITMENT STATISTICS

TABULATE THE FOLLOWING INFORMATION FROM YOUR "LIST OF PENDING OR LICENSED CCIP RECRUITS". COUNT EACH RECRUIT ONLY ONCE.

<u>TYPE OF RECRUIT</u>	<u># RECRUITS</u>
------------------------	-------------------

A. Licensed Recruits

Count all recruits in column V of your "List of Pending or Licensed CCIP Recruits" who have received a license between _____.

B. Pending License Recruits

Count all recruits in column IV of your "List of Pending or Licensed CCIP Recruits" who haven't received a license as of _____.

C. Total # of Licensed and Pending License Recruits

(A+B) This number should equal the total number of names you have on your "List of Pending or Licensed CCIP Recruits".

	<u>TOTAL #</u>
	RECRUITS



California Child Care Initiative

RURAL DEMONSTRATION PROJECT

SECOND SIX MONTH NARRATIVE PROGRESS REPORT

January 1 - June 30, 1989

Instructions:

Please answer the following questions about your project activities, progress, obstacles and outcomes in the second six months. Use this report form; if more space is needed, use additional pages, noting which question is being answered.

Please return the completed report to Sarah Lutes at the Network office by: Monday, July 31, 1989.

R&R AGENCY: _____

NAME OF PERSON(S) PREPARING THIS REPORT: _____

DATE: _____

Appendix J

- 1a) Provide a summary of your project activities during the second six months of your CCIP project (January 1 - June 30, 1989). Discuss what and how you did it per the major CCIP program components:

- o recruitment
- o training
- o support services

- 1b) Which of the strategies listed above were new strategies? Please describe how successful each new strategy was.
- 2) Discuss below any project goals or program activities outlined in your original proposal or subsequent revisions to your plan that have not been completed or are not sufficiently underway at this point in your program, per your expectations.

Appendix J

- 3) Have you made or are you considering any new modifications to your project goals, activities or time line? Please explain in detail.

- 6) In relation to what you know about how the CCIP project was implemented in urban areas, please discuss any differences in the way you are implementing the project in your rural area.

NATIONAL ORGANIZATIONS

Bank Street College: 610 West 112th St., New York, NY 10025. (212) 663-7200. Publisher of many books, articles, audio-visual materials on a variety of early childhood education subjects.

Bush Center on Child Development and Social Policy: Yale University, PO Box 11A, Yale Station, New Haven, CT, 06520. (203) 432-4569. Trains students in policy decision making and conducts research which can be used to increase public awareness of problems facing children and families.

Child Care Employee Project: PO Box 5603, Berkeley, CA 94705. (415) 653-9889. Resource and advocacy organization for child care providers concerned with their rights, working conditions and wages. Provides technical assistance, training and resource materials. Publishes a quarterly newsletter. Publications list.

Child Care Law Center: 22 Second St., 5th floor, San Francisco, CA 94105. (415) 495-5498. Legal services on child care related issues for providers in the Bay Area and around California. Also provides legal education and focuses on policy development and advocacy. Publications list.

Children's Defense Fund: 122 C St. N.W., Suite 400, Washington, DC 20001. (202) 628-8787. Non-profit organization which works in the interest of and lobbies for the children of America, with special emphasis on the needs of poor, minority and handicapped children. Publications list. Publishes CDF Reports, a monthly newsletter. \$29.95 a year.

The Children's Foundation: 815 Fifteenth St. N.W., Suite 928, Washington, DC 20005. Publishes books, directories, papers, and fact sheets on a variety of child care issues including family day care. Publications list.

Cooperative Extension Services: Check to see if there is an extension service affiliated with the state University. Often they provide free or inexpensive child care resources.

Council for Early Childhood Professional Recognition, A Subsidiary of NAEYC: 1341 G St. N.W., Suite 802, Washington, DC 20005. The Council administers the CDA Program and publishes bibliographies in addition to Child Development Associate materials. All trainers should have their CDA booklet. Publications list.

E.R.I.C.: College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, IL 61801-4897. (217) 333-1386. Clearinghouse on elementary and early childhood education materials. Computerized lists of every available article and manuscript on child care, child development, training, and education.

High Scope Foundation: 600 North River St., Ypsilanti, MI 48198. (313) 485- 2000. High Scope is an independent non-profit educational, training, and research foundation. Materials on family day care training. Publications list.

Appendix K

National Association for Family Day Care (NAFDC): 815 15th St., N.W., Suite 928, Washington, DC 20005. (202) 347-3356. An organization founded by and for family day care providers, which aims to promote high quality care, eliminate isolation among family day care providers, and advocate for public policy changes. Accreditation program for family day care providers. Sponsors a bi-annual national conference. Membership includes fact sheets and a bimonthly newsletter. \$12.00 for providers and parents. Agency membership available upon request.

National Association for the Education of Young Children: 1834 Connecticut Ave., N.W., Washington, DC 20009-5786. (800) 424-2460. NAEYC publishes many of its own materials on child development, child care, policy issues, and training materials. It also publishes a periodic catalogue and bibliography, and the periodical, Young Children.

National Black Child Development Institute: 1463 Rhode Island Ave., N.W., Washington, DC 20005. (202) 387-1281. A national non-profit, charitable and educational organization established to improve the quality of life for Black children and youth. Members receive Black Child Advocate newsletter. Publications list.

National Council of Jewish Women: 53 West 23rd Street, 6th floor, New York, NY 10010. (212) 645-4048. A 100,000 nationwide membership organization with history of community service and advocacy. Conducts National Family Day Care Project, a three year initiative to pioneer effective roles for volunteers in supporting providers at the grassroots level; thirty communities across the country.

MAGAZINES AND NEWSLETTERS

Argus, The Journal of Family Day Care. A bimonthly national publication for family day care providers to share information and ideas. PO Box 15146, Atlanta, GA 30333. \$18.00 for individuals, \$35.00 for institutions.

Family Day Caring. A national source of ideas and support for providers. Toys 'n Things Press - A Division of Resources for Child Caring, Inc., 450 N. Syndicate Ave., Suite 5, St. Paul, MN 55104. 1-800-423-8309. Six times a year. Individuals \$12 per year. Groups of 20 or more \$10 per year.

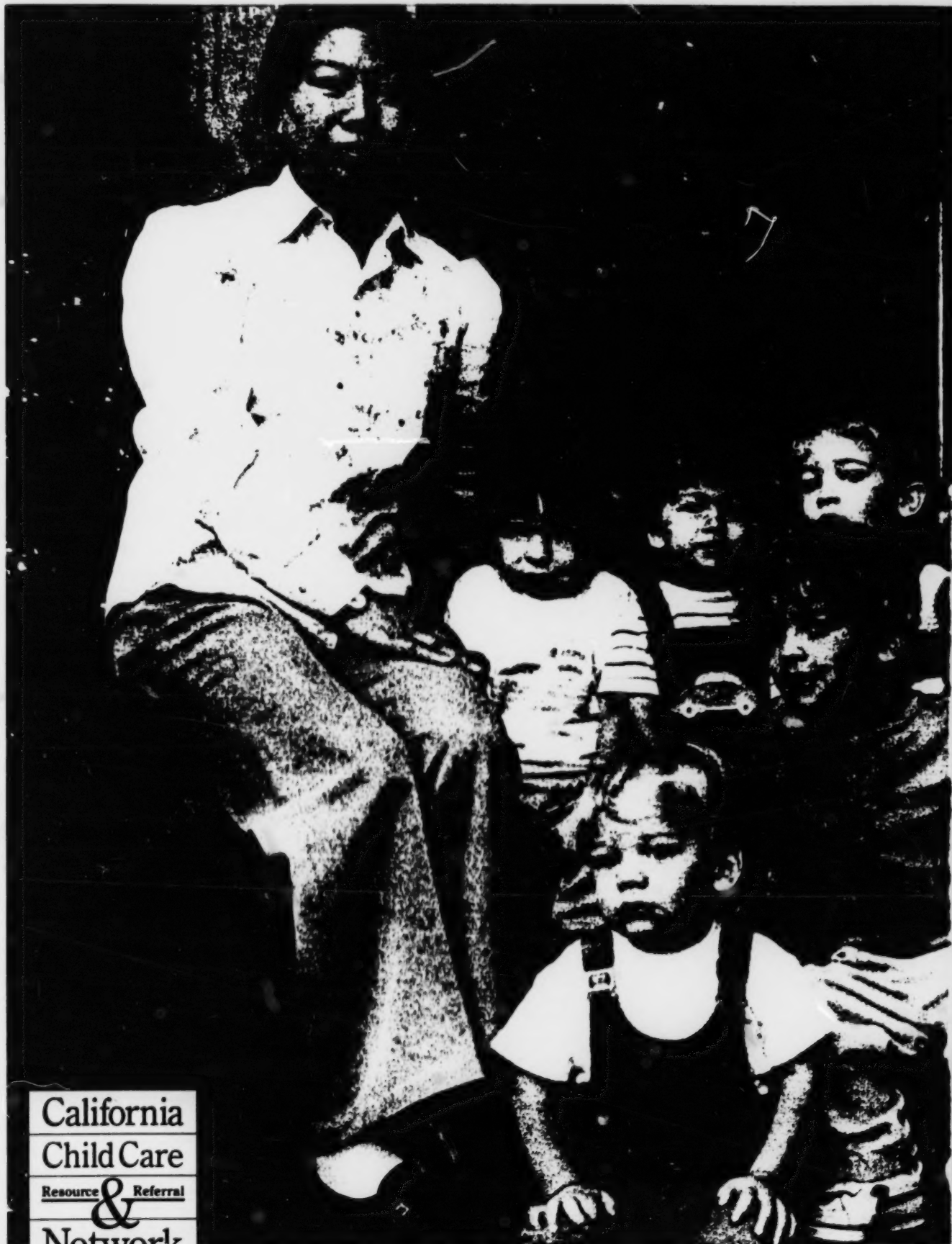
The NEW National Perspective. Newsletter of the National Association for Family Day Care, 815 Fifteenth Street, NW, Suite 928, Washington, DC 20005. Bi-monthly. Individuals \$12 per year with membership.

School Ages Notes. A newsletter especially for those who care for school age children. Six times a year. PO Box 120674, Nashville, TN 37212. (615) 292- 4957. \$14.95.

Totline Newsletter. An activity newsletter for family day care providers. Six times a year. Totline Press also publishes other books and materials. Totline Press, PO Box 2255, Everett, WA 98203. (206) 485-3355. \$15.00

Young Children. The Journal of the National Association For the Education of Young Children. Available to non-members. Six times a year. NAEYC, 1834 Connecticut Ave., N.W., Washington, DC 20009-5786. (800) 424-2460. Included in membership dues. \$25.00 per year.

Many local family day care associations, child care resource and referral agencies, and cooperative extension services publish newsletters too. Check with them for details.



California
Child Care
Resource & Referral
Network

809 Lincoln Way San Francisco, CA 94122 (415) 661-1714